Program Outcomes Assessment
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**2011-2012 Assessment Cycle**

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**2012-2013 Assessment Cycle**

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**2013-2014 Assessment Cycle**

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**2014-2015 Assessment Cycle**

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**2015-2016 Assessment Cycle**

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General Information (Program Outcomes Assessment)
# Standing Requirements

## Mission Statement

The Department of Teaching and Learning directly supports the University’s mission at both the undergraduate and graduate program levels through the integration of innovative teaching, research, community engagement, and creative activity designed to produce competent professionals who desire to teach in challenging, inclusive, and supportive learning environments or assume positions of service and/or leadership in schools and/or other organizations.

## Outcomes Library

### MA/MS in Special Education- Graduate Initial Licensure

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<tr>
<th>1. Foundations</th>
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<tbody>
<tr>
<td><strong>Outcome</strong></td>
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</tr>
<tr>
<td>1.1 Understand the field as an evolving and changing discipline</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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 in society.</td>
<td></td>
</tr>
<tr>
<td>1.2 Understand how these influence professional practice</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.</td>
<td></td>
</tr>
<tr>
<td>1.3 Understand how the impact of issues of diversity</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>1.4 Understand the relationships of organizations of special education</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.</td>
<td></td>
</tr>
<tr>
<td>1.5 Construct personal understandings and philosophies</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</td>
<td></td>
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</table>
2. Development and characteristics of learners

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>2.1 Know and demonstrate respect</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators know and demonstrate respect for their students</td>
<td></td>
</tr>
<tr>
<td>first as unique human beings.</td>
<td></td>
</tr>
<tr>
<td>2.2 Understand similarities and differences in human development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the similarities and differences in human</td>
<td></td>
</tr>
<tr>
<td>development and the characteristics between and among</td>
<td></td>
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<tr>
<td>individuals with and without exceptional learning needs (ELN).</td>
<td></td>
</tr>
<tr>
<td>2.3 Understand how exceptional conditions can interact with development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how exceptional conditions can interact</td>
<td></td>
</tr>
<tr>
<td>with the domains of human development and they use this knowledge to</td>
<td></td>
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<tr>
<td>respond to the varying abilities and behaviors of individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>2.4 Understand the impact of ELN</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how the experiences of individuals with</td>
<td></td>
</tr>
<tr>
<td>ELN can impact families, as well as the individual’s ability to learn,</td>
<td></td>
</tr>
<tr>
<td>interact socially, and live as fulfilled contributing members of the</td>
<td></td>
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<tr>
<td>community.</td>
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3. Individual learning differences

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1 Understand the effects of an exceptional condition on learning</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the effects that an exceptional condition</td>
<td></td>
</tr>
<tr>
<td>can have on an individual’s learning in school and throughout life.</td>
<td></td>
</tr>
<tr>
<td>3.2 Understand the beliefs, traditions, and values that can affect</td>
<td>No Mapping</td>
</tr>
<tr>
<td>relationships</td>
<td></td>
</tr>
<tr>
<td>Special educators understand that the beliefs, traditions, and values</td>
<td></td>
</tr>
<tr>
<td>across and within cultures can affect relationships among and between</td>
<td></td>
</tr>
<tr>
<td>students, their families, and the school community.</td>
<td></td>
</tr>
<tr>
<td>3.3 Understand how backgrounds interact with exceptional conditions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators are active and resourceful in seeking to understand</td>
<td></td>
</tr>
<tr>
<td>how primary language, culture, and familial backgrounds interact with</td>
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<tr>
<td>the individual’s exceptional condition to impact the individual’s</td>
<td></td>
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<tr>
<td>academic and social abilities, attitudes, values, interests, and career</td>
<td></td>
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<tr>
<td>options. The understanding of these learning differences and their</td>
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<tr>
<td>possible interactions provides the foundation upon which special</td>
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<tr>
<td>educators individualize instruction to provide meaningful and</td>
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<tr>
<td>challenging learning for individuals with ELN.</td>
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4. Instructional strategies

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>4.1 Posses a repertoire of evidencebased instructional strategies</td>
<td>No Mapping</td>
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</tbody>
</table>
Special educators possess a repertoire of evidenced-based instructional strategies to individualize instruction for individuals with ELN.

4.2 Use instructional strategies to promote positive learning results
Special educators select, adapt, and use these evidenced-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

4.3 Enhance the development of knowledge and skills
Special educators 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.

5. Learning environments and social interactions

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Create learning environments for individuals with ELN</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>5.2 Foster environments in which diversity is valued</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.</td>
<td></td>
</tr>
<tr>
<td>5.3 Shape the environment to encourage independence</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>5.4 Help general education colleagues</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.</td>
<td></td>
</tr>
<tr>
<td>5.5 Use direct interventions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.</td>
<td></td>
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<tr>
<td>5.6 Safely intervene in crisis</td>
<td>No Mapping</td>
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<tr>
<td>When necessary, special educators can safely intervene with individuals with ELN in crisis.</td>
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<tr>
<td>5.7 Provide guidance and direction to paraeducators</td>
<td>No Mapping</td>
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<tr>
<td>Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.</td>
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6. Language
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<tr>
<td>6.1 Understand language development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>6.2 Use individualize strategies to enhance language development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>6.3 Are familiar with technologies to support communication</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>6.4 Provide language models and facilitate understanding</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
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<tr>
<td><strong>7. Instructional planning</strong></td>
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<tr>
<td><strong>Outcome</strong></td>
<td><strong>Mapping</strong></td>
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<tr>
<td>7.1 Develop longrange individualized instructional plans</td>
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<tr>
<td>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.</td>
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<tr>
<td>7.2 Develop shortrange goals and objectives</td>
<td>No Mapping</td>
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<tr>
<td>Special educators systematically translate these long-range 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.</td>
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</tr>
<tr>
<td>7.3 Select, adapt, create, and modify materials and instructional variables</td>
<td>No Mapping</td>
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<tr>
<td>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.</td>
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<tr>
<td>7.4 Facilitate instructional planning in a collaborative context</td>
<td>No Mapping</td>
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</table>
Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

7.5 Develop individualized transition plans
Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of post-secondary work and learning contexts.

7.6 Use technologies to support instructional planning
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

## 8. Assessment

<table>
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<tr>
<td>8.1 Use multiple types of assessment</td>
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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.

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<tr>
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<tr>
<td>8.2 Use the results of assessments</td>
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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.

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<th>Outcome</th>
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<tbody>
<tr>
<td>8.3 Understand the legal policies and ethical principles of assessment</td>
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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.

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<th>Outcome</th>
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<tbody>
<tr>
<td>8.4 Understand measurement theory and the use and limitations of assessments</td>
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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.

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<tr>
<td>8.5 Collaborate with families and colleagues</td>
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</table>
Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

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<tr>
<td>8.6 Conduct formal and informal assessments</td>
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</table>
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.

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<tr>
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<tbody>
<tr>
<td>8.7 Identify supports and adaptations</td>
<td>No Mapping</td>
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</table>
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.

8.8 Regularly monitor progress
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

8.9 Use appropriate technologies
Special educators use appropriate technologies to support their assessments.

9. Professional and ethical practice

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>9.1 Guided by ethical and professional practice standards</td>
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<tr>
<td>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.</td>
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<tr>
<td>9.2 Engage in professional activities and learning communities</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</td>
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</tr>
<tr>
<td>9.3 Engage in lifelong learning</td>
<td>No Mapping</td>
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<tr>
<td>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</td>
<td></td>
</tr>
<tr>
<td>9.4 Sensitive to the aspects of diversity</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>9.5 Engage in activities that foster professional growth</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence based best practices.</td>
<td></td>
</tr>
<tr>
<td>9.6 Know and practice within their limits</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators know their own limits of practice and practice within them.</td>
<td></td>
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</table>

10. Collaboration

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>10.1 Routinely and effectively collaborate with others</td>
<td>No Mapping</td>
</tr>
<tr>
<td>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</td>
<td></td>
</tr>
</tbody>
</table>
10.2 Advocate the learning and well being of individuals with ELN
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.

10.3 Act as a resource to colleagues
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.

10.4 Use collaboration to facilitate transitions
Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

## MA/MS in Special Education Outcome Set- Advanced Graduate Program

### 1. Leadership and Policy

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>1.1 Provide leadership</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission.</td>
<td></td>
</tr>
<tr>
<td>1.2 Advocate for laws and resources</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation.</td>
<td></td>
</tr>
<tr>
<td>1.3 Formulate goals</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs.</td>
<td></td>
</tr>
<tr>
<td>1.4 Create procedures and positive work environments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.</td>
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### 2. Program Development and Organization

<table>
<thead>
<tr>
<th>Outcome</th>
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</tr>
</thead>
<tbody>
<tr>
<td>2.1 Improve instructional programs</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies</td>
<td></td>
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</tbody>
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Although the text is mostly clear, some parts are partially legible due to the PDF quality. If there are specific sections or details you need help with, please let me know!
to improve instructional programs at the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

2.2 Design professional development and improvement systems
Special educators in advanced roles design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems.

2.3 Develop programs and services
They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

3. Research and Inquiry

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>3.1 Understand the basis for evidence-based practices</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.</td>
<td></td>
</tr>
<tr>
<td>3.2 Evaluate appropriateness of research methodologies</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.</td>
<td></td>
</tr>
<tr>
<td>3.3 Improve instructional techniques</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.</td>
<td></td>
</tr>
<tr>
<td>3.4 Use literature to resolve issues of professional practice</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.</td>
<td></td>
</tr>
</tbody>
</table>

4. Student and Program Evaluation

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.1 Evaluate instructional practices and progress</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles leaders design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.</td>
<td></td>
</tr>
<tr>
<td>4.2 Apply knowledge and skills to all stages of</td>
<td>No Mapping</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
evaluation
Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.

5. Professional Development and Ethical Practice

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Guided by professional ethics and practice standards</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.</td>
<td></td>
</tr>
<tr>
<td>5.2 Expand knowledge and expertise</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.</td>
<td></td>
</tr>
<tr>
<td>5.3 Create supportive environments and safeguard legal rights</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.</td>
<td></td>
</tr>
<tr>
<td>5.4 Plan professional development and act as a model</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.</td>
<td></td>
</tr>
</tbody>
</table>

6. Collaboration

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>6.1 Integrate services</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.</td>
<td></td>
</tr>
<tr>
<td>6.2 Understand the significance of collaboration for internal and external stakeholders</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.</td>
<td></td>
</tr>
<tr>
<td>6.3 Knowledge of research and uses of collaboration</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.</td>
<td></td>
</tr>
</tbody>
</table>
**Objective 1: Candidates will demonstrate an understanding of basic issues, laws and policies related to special education.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will analyze historical and current legal, regulatory, and ethical issues in special education.</td>
<td></td>
</tr>
<tr>
<td>1.2</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.</td>
<td></td>
</tr>
<tr>
<td>1.3</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will identify foundations of Special Education</td>
<td></td>
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</tbody>
</table>

**Objective 2: Candidates will demonstrate proficiency in teaching students with exceptional learning needs.**

<table>
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<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>2.1</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will appropriately plan and teach content to students with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>2.2</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.</td>
<td></td>
</tr>
<tr>
<td>2.3</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will investigate the impact of instruction and other factors on students’ learning</td>
<td></td>
</tr>
<tr>
<td>2.4</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will develop an inclusive program for a student with exceptional learning needs.</td>
<td></td>
</tr>
<tr>
<td>2.5</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will appropriately develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs.</td>
<td></td>
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</tbody>
</table>

**Objective 3: Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional learners.**

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>3.1</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.</td>
<td></td>
</tr>
<tr>
<td>3.2</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will collaborate with other school personnel.</td>
<td></td>
</tr>
</tbody>
</table>

**Curriculum Map**
Active Curriculum Maps

- **MS SpEd Map** (See appendix)
  - Alignment Set: MS SpEd 2016
  - Created: 03/25/2016 9:19:27 am CDT
  - Last Modified: 03/25/2016 9:26:24 am CDT

---

**Communication of Outcomes**

Outcome expectations are communicated to candidates through meetings with the graduate advisor as well as discussions with course instructors and indicated on individual course syllabi.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

File Attachments:

1. **MS in Special Education - AdvancedGraduateProgram - SPA- 2011.pdf** (See appendix)

2. **MS_in_SpecialEducation - AdvancedGraduateProgram_Response_Sep2013.pdf** (See appendix)

3. **MS_in_SpecialEducation - InitialLicense - SPA - 2011.pdf** (See appendix)

4. **MS_in_SpecialEducation - InitialLicense_Response_Sep2013.pdf** (See appendix)

5. **Special Education** (See appendix)
   Special Education Licensure
2011-2012 Assessment Cycle

げる Action Plan
gげる Status Report
2012-2013 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

### MA/MS in Special Education Outcome Set - Advanced Graduate Program

#### 1. Leadership and Policy

| 1.1 Provide leadership | Measure: Comprehensive Examination  
| Direct - Exam |
| --- | --- |
| Details/Description:  
Target:  
Implementation Plan (timeline): End of Program  
Responsible Individual(s): |

| Measure: IEP Project  
Direct - Student Artifact |
| --- | --- |
| Details/Description:  
Target:  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s): |

| Measure: Law Project  
Direct - Student Artifact |
| --- | --- |
| Details/Description:  
Target:  
Implementation Plan (timeline): SPED 698D  
Responsible Individual(s): |

| Measure: Praxis II  
Direct - Exam |
| --- | --- |
| Details/Description:  
Target:  
Implementation Plan (timeline): Prior to Program Entry  
Responsible Individual(s): |

| 1.2 Advocate for laws and resources | Measure: Comprehensive Examination  
Direct - Exam |
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</table>
laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation.

### Details/Description:
**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

#### Measure: IEP Project

**Direct - Student Artifact**

### Details/Description:
**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

#### Measure: Law Project

**Direct - Student Artifact**

### Details/Description:
**Target:**

**Implementation Plan (timeline):** SPED 698D

**Responsible Individual(s):**

#### Measure: Praxis II

**Direct - Exam**

### Details/Description:
**Target:**

**Implementation Plan (timeline):** Prior to Program Entry

**Responsible Individual(s):**

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### Formulate goals

Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs.

#### Measure: Comprehensive Examination

**Direct - Exam**

### Details/Description:
**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

#### Measure: IEP Project

**Direct - Student Artifact**

### Details/Description:
**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

#### Measure: Law Project

**Direct - Student Artifact**
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<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>Praxis II</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> SPED 698D</td>
<td>Prior to Program Entry</td>
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<td><strong>Responsible Individual(s):</strong></td>
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**Measure:** Comprehensive Examination

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<td><strong>Target:</strong></td>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> End of Program</td>
<td></td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
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</tbody>
</table>

**1.4 Create procedures and positive work environments**

Special educators in advanced roles provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.

**Measure:** IEP Project

<table>
<thead>
<tr>
<th>Details/Description:</th>
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<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>Direct - Student Artifact</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> SPED 622</td>
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<tr>
<td><strong>Responsible Individual(s):</strong></td>
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</table>

**Measure:** Law Project

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<tbody>
<tr>
<td><strong>Target:</strong></td>
<td>Direct - Student Artifact</td>
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<tr>
<td><strong>Implementation Plan (timeline):</strong> SPED 698D</td>
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<td><strong>Responsible Individual(s):</strong></td>
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</table>

**Measure:** Praxis II

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<th>Details/Description:</th>
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<tr>
<td><strong>Target:</strong></td>
<td>Direct - Exam</td>
</tr>
<tr>
<td><strong>Implementation Plan (timeline):</strong> Prior to Program Entry</td>
<td></td>
</tr>
<tr>
<td><strong>Responsible Individual(s):</strong></td>
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</tbody>
</table>

2. Program Development and Organization
2.1 Improve instructional programs
Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

**Measure:** Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

---

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

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**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 690

**Responsible Individual(s):**

---

2.2 Design professional development and improvement systems
Special educators in advanced roles design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems.

**Measure:** Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

---

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

---

**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 690

**Responsible Individual(s):**
2.3 Develop programs and services

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

3. Research and Inquiry

3.1 Understand the basis for evidence-based practices

Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.

Measure: CBM Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
3.2 Evaluate appropriateness of research methodologies

Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.

<table>
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<tr>
<th>Measure</th>
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<tbody>
<tr>
<td>CBM Project</td>
<td>Direct - Student Artifact</td>
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</table>

Details/Description:
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

<table>
<thead>
<tr>
<th>Measure</th>
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<tbody>
<tr>
<td>Law Project</td>
<td>Direct - Student Artifact</td>
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</table>

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

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<tr>
<th>Measure</th>
<th>Details/Description</th>
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<tbody>
<tr>
<td>Technology Assessment</td>
<td>Direct - Student Artifact</td>
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Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

<table>
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<tr>
<th>Measure</th>
<th>Details/Description</th>
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<tbody>
<tr>
<td>UDL--Action Research</td>
<td>Direct - Student Artifact</td>
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</tbody>
</table>

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

3.3 Improve instructional techniques

<table>
<thead>
<tr>
<th>Measure</th>
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<tbody>
<tr>
<td>CBM Project</td>
<td>Direct - Student Artifact</td>
</tr>
</tbody>
</table>
Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

#### Measure: Law Project
*Direct - Student Artifact*

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

#### Measure: Technology Assessment
*Direct - Student Artifact*

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

#### Measure: UDL--Action Research
*Direct - Student Artifact*

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

#### Measure: CBM Project
*Direct - Student Artifact*

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

#### Measure: Law Project
*Direct - Student Artifact*

### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**
## Measure: Technology Assessment
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

## Measure: UDL--Action Research
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

## 4. Student and Program Evaluation

### 4.1 Evaluate instructional practices and progress

Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators in advanced roles lead design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

**Measure: Differentiation Report**
**Direct - Student Artifact**

**Details/Description:** this looks at program planning rather than lesson planning
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Measure: IEP Project**
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure: Technology Assessment**
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

**Measure: UDL--Action Research**
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
### 4.2 Apply knowledge and skills to all stages of evaluation

Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.

| **Measure:** Differentiation Report  
Direct - Student Artifact |
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<tr>
<td><strong>Details/Description:</strong> this looks at program planning rather than lesson planning</td>
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</table>
| **Target:**  
**Implementation Plan (timeline):** SPED 623 |
| **Responsible Individual(s):** |

| **Measure:** IEP Project  
Direct - Student Artifact |
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</table>
| **Target:**  
**Implementation Plan (timeline):** SPED 622 |
| **Responsible Individual(s):** |

| **Measure:** Technology Assessment  
Direct - Student Artifact |
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</table>
| **Target:**  
**Implementation Plan (timeline):** SPED 624 |
| **Responsible Individual(s):** |

| **Measure:** UDL--Action Research  
Direct - Student Artifact |
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</table>
| **Target:**  
**Implementation Plan (timeline):** SPED 690 |
| **Responsible Individual(s):** |

### 5. Professional Development and Ethical Practice

#### 5.1 Guided by professional ethics and practice standards

Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.

| **Measure:** CBM Project  
Direct - Student Artifact |
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</table>
| **Target:**  
**Implementation Plan (timeline):** SPED 608 |
| **Responsible Individual(s):** |

| **Measure:** Comprehensive Examination  
Direct - Exam |
|---|
Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

**Measure:** Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

**Measure:** IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

**Measure:** Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

**Measure:** UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

**Measure:** CBM Project
Direct - Student Artifact
advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

<table>
<thead>
<tr>
<th>Measure: Comprehensive Examination</th>
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Details/Description:
Target: 
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

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Details/Description: this looks at program planning rather than lesson planning
Target: 
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

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Details/Description:
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Details/Description:
Target: 
Implementation Plan (timeline): SPED 608
### 5.3 Create supportive environments and safeguard legal rights

Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.

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Direct - Exam

**Details/Description:**

*Target:*

**Implementation Plan (timeline):** Prior to Program Entry

*Responsible Individual(s):*

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### Measure: UDL--Action Research
Direct - Student Artifact

**Details/Description:**

*Target:*

**Implementation Plan (timeline):** SPED 690

*Responsible Individual(s):*

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#### 5.4 Plan professional development and act as a model

Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

### Measure: CBM Project
Direct - Student Artifact

**Details/Description:**

*Target:*

**Implementation Plan (timeline):** SPED 608

*Responsible Individual(s):*

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### Measure: Comprehensive Examination
Direct - Exam

**Details/Description:**

*Target:*

**Implementation Plan (timeline):** End of Program

*Responsible Individual(s):*

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### Measure: Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

*Target:*

**Implementation Plan (timeline):** SPED 623

*Responsible Individual(s):*

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### Measure: IEP Project
Direct - Student Artifact

**Details/Description:**

*Target:*

**Implementation Plan (timeline):** SPED 622

*Responsible Individual(s):*
### Measure: Law Project
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

### Measure: Praxis II
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Prior to Program Entry
**Responsible Individual(s):**

### Measure: UDL--Action Research
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

### 6. Collaboration

#### 6.1 Integrate services
Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.

### Measure: Comprehensive Examination
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

### Measure: Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning
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### Measure: IEP Project
Direct - Student Artifact

**Details/Description:**
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**Implementation Plan (timeline):** SPED 622  
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**Measure:** Praxis II  
**Direct - Exam**

**Details/Description:**
**Target:**  
**Implementation Plan (timeline):** Prior to Program Entry  
**Responsible Individual(s):**

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### 6.2 Understand the significance of collaboration for internal and external stakeholders

Special educators in advanced roles understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

**Measure:** Comprehensive Examination  
**Direct - Exam**

**Details/Description:**
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

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**Measure:** Differentiation Report  
**Direct - Student Artifact**

**Details/Description:** this looks at program planning rather than lesson planning  
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**Implementation Plan (timeline):** SPED 623  
**Responsible Individual(s):**

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**Measure:** IEP Project  
**Direct - Student Artifact**

**Details/Description:**
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

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**Measure:** Praxis II  
**Direct - Exam**

**Details/Description:**
**Target:**  
**Implementation Plan (timeline):** Prior to Program Entry  
**Responsible Individual(s):**

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### 6.3 Knowledge of research and uses of collaboration

**Measure:** Comprehensive Examination  
**Direct - Exam**
Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

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Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning
**Target:**
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

#### Measure: IEP Project
Direct - Student Artifact

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

#### Measure: Praxis II
Direct - Exam

**Details/Description:**
**Target:**
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

## Assessment Findings
### Finding per Measure

- **MA/MS in Special Education Outcome Set- Advanced Graduate Program**
  
  **1. Leadership and Policy**

  **1.1 Provide leadership**

  Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with

  **Measure:** Comprehensive Examination
  Direct - Exam

  **Details/Description:**
  **Target:**
  Implementation Plan (timeline): End of Program
  Responsible Individual(s):

Findings for Comprehensive Examination
exceptional learning needs within the context of an organization’s mission.

No Findings Added

**Measure:** IEP Project  
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project

No Findings Added

**Measure:** Law Project  
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project

No Findings Added

**Measure:** Praxis II  
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

1.2 Advocate for laws and resources
Special educators in advanced roles advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation.

**Measure:** Comprehensive Examination  
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination
No Findings Added

**Measure:** IEP Project  
Direct - Student Artifact

**Details/Description:**  
Target:  
*Implementation Plan (timeline):* SPED 622  
*Responsible Individual(s):*

**Findings** for IEP Project  
No Findings Added

**Measure:** Law Project  
Direct - Student Artifact

**Details/Description:**  
Target:  
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**Findings** for Law Project  
No Findings Added

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**  
Target:  
*Implementation Plan (timeline):* Prior to Program Entry  
*Responsible Individual(s):*

**Findings** for Praxis II  
No Findings Added

**1.3 Formulate goals**  
Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs.

**Measure:** Comprehensive Examination  
Direct - Exam

**Details/Description:**  
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*Responsible Individual(s):*

**Findings** for Comprehensive Examination
No Findings Added

**Measure: IEP Project**
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**Findings for IEP Project**

No Findings Added

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**Findings for Law Project**

No Findings Added

**Measure: Praxis II**
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Prior to Program Entry
**Responsible Individual(s):**

**Findings for Praxis II**

No Findings Added

**1.4 Create procedures and positive work environments**
Special educators in advanced roles provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and
### Findings for Comprehensive Examination

*No Findings Added*

### Measure: IEP Project

- **Direct - Student Artifact**

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- **Responsible Individual(s):**

#### Findings for IEP Project

*No Findings Added*

### Measure: Law Project

- **Direct - Student Artifact**

#### Details/Description:

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- **Responsible Individual(s):**

#### Findings for Law Project

*No Findings Added*

### Measure: Praxis II

- **Direct - Exam**

#### Details/Description:

- **Target:**
- **Implementation Plan (timeline):** Prior to Program Entry
- **Responsible Individual(s):**

#### Findings for Praxis II

*No Findings Added*

### 2. Program Development and Organization

#### 2.1 Improve instructional programs

Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at

#### Measure: Differentiation Report

- **Direct - Student Artifact**

#### Details/Description: this looks at program planning rather than lesson planning

- **Target:**
- **Implementation Plan (timeline):** SPED 623
the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

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**2.2 Design professional development and improvement systems**

Special educators in advanced roles design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems.

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Direct - Student Artifact

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2.3 Develop programs and services

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

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Direct - Student Artifact

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Responsible Individual(s):

**Findings for UDL--Action Research**
No Findings Added

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Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
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Responsible Individual(s):

**Findings for Differentiation Report**
No Findings Added

**Measure: Technology Assessment**
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

**Findings for Technology Assessment**
No Findings Added
3. Research and Inquiry

3.1 Understand the basis for evidence-based practices

Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.

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Direct - Student Artifact

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**Findings** for CBM Project

No Findings Added

**Measure:** Law Project
Direct - Student Artifact

**Details/Description:**
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

**Findings** for Law Project

No Findings Added

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**
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Responsible Individual(s):

**Findings** for Technology Assessment

No Findings Added

**Measure:** UDL--Action Research
Direct - Student Artifact

Implementation Plan (timeline): SPED 690
Responsible Individual(s):

**Findings** for UDL--Action Research

No Findings Added
3.2 Evaluate appropriateness of research methodologies

Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.

Details/Description:
Target:
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Responsible Individual(s):

Findings for UDL--Action Research

No Findings Added

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Findings for CBM Project

No Findings Added

Measure: Law Project
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Responsible Individual(s):

Findings for Law Project

No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment

No Findings Added

Measure: UDL--Action Research
Direct - Student Artifact
### 3.3 Improve instructional techniques

Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.

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#### Measure: UDL--Action Research
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- **Findings for UDL--Action Research**

No Findings Added
### 3.4 Use literature to resolve issues of professional practice

Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

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**Responsible Individual(s):**

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**Findings** for CBM Project

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**Findings** for Law Project

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**Responsible Individual(s):**

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**Findings** for UDL--Action Research

No Findings Added
4. Student and Program Evaluation

4.1 Evaluate instructional practices and progress

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: This looks at program planning rather than lesson planning
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Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report
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Measure: IEP Project
Direct - Student Artifact

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Findings for IEP Project
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
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Responsible Individual(s):

Findings for Technology Assessment
No Findings Added

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

Findings for UDL--Action Research
No Findings Added
4.2 Apply knowledge and skills to all stages of evaluation

Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.
### 5. Professional Development and Ethical Practice

#### 5.1 Guided by professional ethics and practice standards

Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.

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Direct - Student Artifact

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**Responsible Individual(s):**

**Findings** for IEP Project

No Findings Added

**Measure: Law Project**
Direct - Student Artifact

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**Responsible Individual(s):**

**Findings** for Law Project

No Findings Added

**Measure: Praxis II**
Direct - Exam

**Details/Description:**
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**Responsible Individual(s):**

**Findings** for Praxis II

No Findings Added

**Measure: UDL--Action Research**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

**Findings** for UDL--Action Research
### 5.2 Expand knowledge and expertise

Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

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**Measure:** Praxis II  
Direct - Exam

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**Responsible Individual(s):**

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Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 690  
**Responsible Individual(s):**

Findings for UDL--Action Research  
No Findings Added

5.3 Create supportive environments and safeguard legal rights

Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.

**Measure:** CBM Project  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 608  
**Responsible Individual(s):**

Findings for CBM Project
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Direct - Exam

**Details/Description:**

**Target:**

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**Responsible Individual(s):**

**Findings** for Comprehensive Examination

No Findings Added

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Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

**Findings** for Differentiation Report

No Findings Added

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Direct - Student Artifact

**Details/Description:**

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**Responsible Individual(s):**

**Findings** for IEP Project

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### Measure: Law Project
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 698D

**Responsible Individual(s):**

**Findings** for Law Project
### 5.4 Plan professional development and act as a model

Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

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**Measure:** UDL--Action Research  
Direct - Student Artifact

**Details/Description:**
**Target:** 
**Implementation Plan (timeline):** SPED 690  
**Responsible Individual(s):**

**Findings** for UDL--Action Research

No Findings Added

### 6. Collaboration

#### 6.1 Integrate services
Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.

**Measure:** Comprehensive Examination  
Direct - Exam

**Details/Description:**
**Target:** 
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

**Findings** for Comprehensive Examination

No Findings Added

**Measure:** Differentiation Report  
Direct - Student Artifact

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**Implementation Plan (timeline):** SPED 623  
**Responsible Individual(s):**

**Findings** for Differentiation Report

No Findings Added

**Measure:** IEP Project  
Direct - Student Artifact

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**Responsible Individual(s):**
### Findings for IEP Project

No Findings Added

### Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

6.2 Understand the significance of collaboration for internal and external stakeholders

Special educators in advanced roles understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

### Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination

No Findings Added

### Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report

No Findings Added

### Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
6.3 Knowledge of research and uses of collaboration

Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

**Measure: IEP Project**
Direct - Student Artifact

**Details/Description:**
Target:
Implementation Plan (timeline): SPED 622

**Findings** for IEP Project
No Findings Added
### Responsible Individual(s):

**Findings** for IEP Project

No Findings Added

### Measure: Praxis II

**Direct - Exam**

**Details/Description:**

**Target:**
- Implementation Plan (timeline): Prior to Program Entry
- Responsible Individual(s):

**Findings** for Praxis II

No Findings Added

### Overall Recommendations

No text specified

### Overall Reflection

No text specified

### Action Plan

### Status Report
# Assessment Plan
## Outcomes and Measures
### MA/MS in Special Education Outcome Set- Advanced Graduate Program

#### 1. Leadership and Policy

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<th>1.2 Advocate for laws and resources</th>
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#### Details/Description:
- **Target:**
- **Implementation Plan (timeline):** SPED 698D
- **Responsible Individual(s):**

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#### Details/Description:
- **Target:**
- **Implementation Plan (timeline):** Prior to Program Entry
- **Responsible Individual(s):**

**Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission.**
laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation.

### Measure: IEP Simulation
**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

### Measure: Law Project
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Law Project
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

### Measure: Praxis II
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Prior to Program Entry
**Responsible Individual(s):**

### Measure: Comprehensive Examination
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

### Measure: IEP Project
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Law Project
**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### 1.3 Formulate goals
Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs.
Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

**Measure:** Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

**1.4 Create procedures and positive work environments**
Special educators in advanced roles provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.

**Measure:** Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

**Measure:** IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

**Measure:** Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

2. Program Development and Organization
2.1 Improve instructional programs

Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

**Measure:** Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
Implementation Plan (timeline): SPED 623

**Responsible Individual(s):**

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 624

**Responsible Individual(s):**

**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 690

**Responsible Individual(s):**

2.2 Design professional development and improvement systems

Special educators in advanced roles design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems.

**Measure:** Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
Implementation Plan (timeline): SPED 623

**Responsible Individual(s):**

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 624

**Responsible Individual(s):**

**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 690

**Responsible Individual(s):**
### 2.3 Develop programs and services

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

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**Details/Description:**

**Target:**

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**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 690

**Responsible Individual(s):**

### 3. Research and Inquiry

#### 3.1 Understand the basis for evidence-based practices

Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.

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**Details/Description:**
**3.2 Evaluate appropriateness of research methodologies**
Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.

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| Target:                                       |
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| Responsible Individual(s):                   |

| Measure: CBM Project                         |
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| Implementation Plan (timeline): SPED 608     |
| Responsible Individual(s):                  |

| Measure: Law Project                         |
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| Target:                                      |
| Implementation Plan (timeline): SPED 690D    |
| Responsible Individual(s):                  |

| Measure: Technology Assessment               |
| Details/Description:                         |
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| Implementation Plan (timeline): SPED 624     |
| Responsible Individual(s):                  |

| Measure: UDL--Action Research                  |
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| Measure: Law Project                         |
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| Target:                                      |
| Implementation Plan (timeline): SPED 690D    |
| Responsible Individual(s):                  |

| Measure: Technology Assessment               |
| Details/Description:                         |
| Target:                                      |
| Implementation Plan (timeline): SPED 624     |
| Responsible Individual(s):                  |

| Measure: UDL--Action Research                  |
| Details/Description:                          |
| Target:                                      |
| Implementation Plan (timeline): SPED 690      |
| Responsible Individual(s):                   |

**3.3 Improve instructional techniques**

| Measure: CBM Project                         |
| Details/Description:                         |
| Target:                                      |
| Implementation Plan (timeline): SPED 608     |
| Responsible Individual(s):                  |
Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Measure:** Law Project
**Direct - Student Artifact**

**Details/Description:**
**Target:**
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**Responsible Individual(s):**

**Measure:** Technology Assessment
**Direct - Student Artifact**

**Details/Description:**
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**Responsible Individual(s):**

**Measure:** UDL--Action Research
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

**3.4 Use literature to resolve issues of professional practice**

Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

**Measure:** CBM Project
**Direct - Student Artifact**

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**Measure:** Law Project
**Direct - Student Artifact**

**Details/Description:**
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**Responsible Individual(s):**
Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

4. Student and Program Evaluation

4.1 Evaluate instructional practices and progress

Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles leaders design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

Measure: Differentiation Report
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Responsible Individual(s):

Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
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Responsible Individual(s):

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
### 4.2 Apply knowledge and skills to all stages of evaluation

Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.

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### 5. Professional Development and Ethical Practice

#### 5.1 Guided by professional ethics and practice standards

Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.

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5.2 Expand knowledge and expertise
Special educators in
advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Measure:** Comprehensive Examination
**Direct - Exam**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

**Measure:** Differentiation Report
**Direct - Student Artifact**

**Details/Description:** this looks at program planning rather than lesson planning
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Measure:** IEP Project
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure:** Law Project
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

**Measure:** Praxis II
**Direct - Exam**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Prior to Program Entry
**Responsible Individual(s):**

**Measure:** UDL--Action Research
**Direct - Student Artifact**
### 5.3 Create supportive environments and safeguard legal rights

Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.

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5.4 Plan professional development and act as a model

Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

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### Measure: Law Project
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** SPED 698D
- **Responsible Individual(s):**

### Measure: Praxis II
Direct - Exam

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** Prior to Program Entry
- **Responsible Individual(s):**

### Measure: UDL--Action Research
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** SPED 690
- **Responsible Individual(s):**

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### 6. Collaboration

#### 6.1 Integrate services

Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.

### Measure: Comprehensive Examination
Direct - Exam

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** End of Program
- **Responsible Individual(s):**

### Measure: Differentiation Report
Direct - Student Artifact

**Details/Description:**
- this looks at program planning rather than lesson planning
- **Target:**
- **Implementation Plan (timeline):** SPED 623
- **Responsible Individual(s):**

### Measure: IEP Project
Direct - Student Artifact

**Details/Description:**
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

6.2 Understand the significance of collaboration for internal and external stakeholders

Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Measure: IEP Project
Direct - Student Artifact

Details/Description:
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Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

6.3 Knowledge of research and uses of collaboration

Measure: Comprehensive Examination
Direct - Exam
Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

### Details/Description:
**Target:**
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**Responsible Individual(s):**

### Measure: Differentiation Report
**Direct - Student Artifact**

Details/Description: this looks at program planning rather than lesson planning
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

### Measure: IEP Project
**Direct - Student Artifact**

Details/Description:
**Target:**
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### Measure: Praxis II
**Direct - Exam**

Details/Description:
**Target:**
**Implementation Plan (timeline):** Prior to Program Entry
**Responsible Individual(s):**

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**MA/MS in Special Education - Graduate Initial Licensure**

### 1. Foundations

#### 1.1 Understand the field as an evolving and changing discipline

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

### Measure: Content Area Examination
**Direct - Exam**

Details/Description: Comprehensive Exam
**Target:**
**Implementation Plan (timeline):** SPED 607
**Responsible Individual(s):**

### Measure: IEP Simulation
**Direct - Student Artifact**

Details/Description: Project
education and treatment of individuals with exceptional needs both in school and in society.

**Target:**
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Praxis II
Direct - Exam

**Details/Description:** Norm-Referenced Test
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

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1.2 Understand how these influence professional practice
Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:** Comprehensive Exam
Target:
Implementation Plan (timeline): SPED 607
Responsible Individual(s):

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:** Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Praxis II
Direct - Exam

**Details/Description:** Norm-Referenced Test
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

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1.3 Understand how the impact of issues of diversity
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.

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:** Comprehensive Exam
Target:
Implementation Plan (timeline): SPED 607
Responsible Individual(s):

**Measure:** IEP Simulation
Direct - Student Artifact
### 1.4 Understand the relationships of organizations of special education

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Measure:** Praxis II  
**Direct - Exam**

**Details/Description:** Norm-Referenced Test  
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**Responsible Individual(s):**

**Measure:** Content Area Examination  
**Direct - Exam**

**Details/Description:** Comprehensive Exam  
**Target:**  
**Implementation Plan (timeline):** SPED 607  
**Responsible Individual(s):**

**Measure:** IEP Simulation  
**Direct - Student Artifact**

### 1.5 Construct personal understandings and philosophies

Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Details/Description:** Project  
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**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Measure:** Praxis II  
**Direct - Exam**

**Details/Description:** Norm-Referenced Test  
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**Responsible Individual(s):**

**Measure:** Content Area Examination  
**Direct - Exam**

**Details/Description:** Comprehensive Exam  
**Target:**  
**Implementation Plan (timeline):** SPED 607  
**Responsible Individual(s):**

**Measure:** IEP Simulation  
**Direct - Student Artifact**
### Details/Description: Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Praxis II
**Direct - Exam**

### Details/Description: Norm-Referenced Test
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

#### 2. Development and characteristics of learners

### 2.1 Know and demonstrate respect
Special educators know and demonstrate respect for their students first as unique human beings.

### Measure: Content Area Examination
**Direct - Exam**

### Details/Description: Comprehensive Exam
**Target:**
**Implementation Plan (timeline):** SPED 607
**Responsible Individual(s):**

### Measure: Curriculum-Based Assessment
**Direct - Student Artifact**

### Details/Description: Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

### Measure: IEP Simulation
**Direct - Student Artifact**

### Details/Description: Project
**Target:**
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**Responsible Individual(s):**

### Measure: Practicum Evaluation/Observation
**Direct - Other**

### Details/Description: Practicum Evaluation
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2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

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</table>
2.3 Understand how exceptional conditions can interact with development

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:** Comprehensive Exam

**Target:**
Implementation Plan (timeline): SPED 607

**Responsible Individual(s):**

**Measure:** Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project

**Target:**
Implementation Plan (timeline): SPED 608

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:** Project

**Target:**
Implementation Plan (timeline): SPED 622

**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**
Implementation Plan (timeline): SPED 622

**Responsible Individual(s):**

**Measure:** Praxis II
Direct - Exam

**Details/Description:** Norm-Referenced Test

**Target:**
Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

2.4 Understand the impact of ELN

Special educators understand how the experiences of individuals with

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:** Comprehensive Exam
ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

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**Responsible Individual(s):**

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**Details/Description:** Project
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**Details/Description:** Practicum Evaluation
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**Responsible Individual(s):**

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**Details/Description:** Norm-Referenced Test
**Target:** Implementation Plan (timeline): End of Program
**Responsible Individual(s):**

## 3. Individual learning differences

### 3.1 Understand the effects of an exceptional condition on learning

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

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**Details/Description:** Portfolio
**Target:** Implementation Plan (timeline): SPED 622
**Responsible Individual(s):**

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**Details/Description:**
**Target:**
**Responsible Individual(s):**
3.2 Understand the beliefs, traditions, and values that can affect relationships

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.

**Measure:** Lesson Plans
**Direct - Portfolio**

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

3.3 Understand how backgrounds interact with exceptional conditions

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.

**Measure:** Lesson Plans
**Direct - Portfolio**

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure:** Praxis II
**Direct - Exam**

4. Instructional strategies

4.1 Possess a repertoire of evidence-based instructional strategies

Special educators possess a

**Measure:** Curriculum-Based Assessment
**Direct - Student Artifact**

**Details/Description:** Project
repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

Target: Implementation Plan (timeline): SPED 608
Responsible Individual(s):

**Measure:** Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio
Target: Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation
Target: Implementation Plan (timeline): SPED 622
Responsible Individual(s):

**Measure:** Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project
Target: Implementation Plan (timeline): SPED 623
Responsible Individual(s):

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:** Case Study
Target: Implementation Plan (timeline): SPED 624
Responsible Individual(s):

**Measure:** Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project
Target: Implementation Plan (timeline): SPED 608
Responsible Individual(s):

**Measure:** Lesson Plans
Direct - Portfolio

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**4.2 Use instructional strategies to promote positive learning results**
Special educators select, adapt, and use these evidence-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.
Details/Description: Portfolio
Target: SPED 622
Responsible Individual(s):

Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target: SPED 622
Responsible Individual(s):

Measure: Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target: SPED 623
Responsible Individual(s):

Measure: Technology Assessment
Direct - Student Artifact

Details/Description: Case Study
Target: SPED 624
Responsible Individual(s):

4.3 Enhance the development of knowledge and skills

Special educators 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.

Measure: Curriculum-Based Assessment
Direct - Student Artifact

Details/Description: Project
Target: SPED 608
Responsible Individual(s):

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target: SPED 622
Responsible Individual(s):

Measure: Practicum Evaluation/Observation
Direct - Other
5. Learning environments and social interactions

5.1 Create learning environments for individuals with ELN

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.

**Details/Description:** IEP Simulation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Measure:** IEP Simulation  
**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Measure:** Lesson Plans  
**Details/Description:** Portfolio  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation  
**Details/Description:** Practicum Evaluation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**
5.2 Foster environments in which diversity is valued

Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.
5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):
### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** SPED 624
- **Responsible Individual(s):**

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### 5.4 Help general education colleagues
Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 622
- **Responsible Individual(s):**

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### Measure: Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio
- **Target:**
- **Implementation Plan (timeline):** SPED 622
- **Responsible Individual(s):**

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### Measure: Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation
- **Target:**
- **Implementation Plan (timeline):** SPED 622
- **Responsible Individual(s):**

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### Measure: Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 623
- **Responsible Individual(s):**

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### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** SPED 624
### 5.5 Use direct interventions

Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

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### 5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in

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Details/Description: Portfolio
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Implementation Plan (timeline): SPED 622
Responsible Individual(s):

#### Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

#### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

#### Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

### 5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

#### Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

#### Measure: Lesson Plans
Direct - Portfolio
6. Language

6.1 Understand language development
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.

Details/Description: IEP Simulation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
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Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):
6.2 Use individualize strategies to enhance language development

Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.

**Measure:** IEP Simulation
**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation
**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

6.3 Are familiar with technologies to support communication

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

**Measure:** IEP Simulation
**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation
**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

6.4 Provide language models and facilitate understanding

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.

**Measure:** IEP Simulation
**Details/Description:** Project
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**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation
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**Responsible Individual(s):**
### 7. Instructional planning

#### 7.1 Develop longrange individualized instructional plans

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#### 7.2 Develop shortrange goals and objectives

Special educators
### 7.3 Select, adapt, create, and modify materials and instructional variables

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

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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.

| Details/Description: Portfolio |
| Target: |
| Implementation Plan (timeline): SPED 622 |
| Responsible Individual(s): |

| Measure: Practicum Evaluation/Observation |
| Direct - Other |
| Details/Description: Practicum Evaluation |
| Target: |
| Implementation Plan (timeline): SPED 622 |
| Responsible Individual(s): |

| Measure: Teacher Work Sample— Elementary/Secondary |
| Direct - Student Artifact |
| Details/Description: Project |
| Target: |
| Implementation Plan (timeline): SPED 623 |
| Responsible Individual(s): |

| Measure: Technology Assessment |
| Direct - Student Artifact |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): SPED 624 |
| Responsible Individual(s): |

### 7.4 Facilitate instructional planning in a collaborative context

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

| Measure: IEP Simulation |
| Direct - Student Artifact |
| Details/Description: Project |
| Target: |
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| Measure: Lesson Plans |
| Direct - Portfolio |
| Details/Description: Portfolio |
| Target: |
| Implementation Plan (timeline): SPED 622 |
| Responsible Individual(s): |
7.5 Develop individualized transition plans

Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of post-secondary work and learning contexts.

- **Measure:** Practicum Evaluation/Observation
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  **Details/Description:** Practicum Evaluation
  **Target:**
  **Implementation Plan (timeline):** SPED 622
  **Responsible Individual(s):**

- **Measure:** Teacher Work Sample—Elementary/Secondary
  - Direct - Student Artifact

  **Details/Description:** Project
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  **Responsible Individual(s):**

- **Measure:** Technology Assessment
  - Direct - Student Artifact

  **Details/Description:** Case Study
  **Target:**
  **Implementation Plan (timeline):** SPED 624
  **Responsible Individual(s):**

- **Measure:** IEP Simulation
  - Direct - Student Artifact

  **Details/Description:** Project
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### 7.6 Use technologies to support instructional planning
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

### 8. Assessment

#### 8.1 Use multiple types of 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.

### Measure: Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project
8.2 Use the results of assessments

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.

**Measure: Curriculum-Based Assessment**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure: Lesson Plans**
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Measure: Practicum Evaluation/Observation**
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

8.3 Understand the legal policies and ethical principles of assessment

**Measure: Curriculum-Based Assessment**
Direct - Student Artifact
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.

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 602
**Responsible Individual(s):**

**Measure:** Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 602
**Responsible Individual(s):**

**Measure:** Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 602
**Responsible Individual(s):**

**Measure:** Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Measure:** Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

8.4 Understand measurement theory and the use and limitations of assessments
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
8.5 Collaborate with families and colleagues

Special educators collaborate with families and other colleagues to assure nonbiased, meaningful assessments and decision-making.

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: Curriculum-Based Assessment
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):
### Measure: Lesson Plans
Direct - Portfolio

- **Details/Description:** Portfolio
- **Target:**
  - Implementation Plan (timeline): SPED 622
  - Responsible Individual(s):

### Measure: Practicum Evaluation/Observation
Direct - Other

- **Details/Description:** Practicum Evaluation
- **Target:**
  - Implementation Plan (timeline): SPED 622
  - Responsible Individual(s):

### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

- **Details/Description:** Project
- **Target:**
  - Implementation Plan (timeline): SPED 623
  - Responsible Individual(s):

#### 8.6 Conduct formal and informal assessments

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.

### Measure: Curriculum-Based Assessment
Direct - Student Artifact

- **Details/Description:** Project
- **Target:**
  - Implementation Plan (timeline): SPED 608
  - Responsible Individual(s):

### Measure: IEP Simulation
Direct - Student Artifact

- **Details/Description:** Project
- **Target:**
  - Implementation Plan (timeline): SPED 622
  - Responsible Individual(s):

### Measure: Lesson Plans
Direct - Portfolio

- **Details/Description:** Portfolio
- **Target:**
  - Implementation Plan (timeline): SPED 622
  - Responsible Individual(s):
### Measure: Practicum Evaluation/Observation
**Direct - Other**

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary/Secondary
**Direct - Student Artifact**

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

#### 8.7 Identify supports and adaptations
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.

### Measure: Curriculum-Based Assessment
**Direct - Student Artifact**

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

### Measure: IEP Simulation
**Direct - Student Artifact**

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Lesson Plans
**Direct - Portfolio**

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

### Measure: Practicum Evaluation/Observation
**Direct - Other**

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**
### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

### 8.8 Regularly monitor progress
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

### Measure: Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 608

**Responsible Individual(s):**

### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

### Measure: Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

### Measure: Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623
### 8.9 Use appropriate technologies

Special educators use appropriate technologies to support their assessments.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Details/Description</th>
<th>Target</th>
<th>Implementation Plan (timeline)</th>
<th>Responsible Individual(s)</th>
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<td>Lesson Plans</td>
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<td>Practicum Evaluation/Observation</td>
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<tr>
<td>Teacher Work Sample— Elementary/Secondary</td>
<td>Project</td>
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<td>SPED 623</td>
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</tr>
</tbody>
</table>

### 9. Professional and ethical practice

#### 9.1 Guided by ethical and professional practice standards

Special educators are
9.2 Engage in professional activities and learning communities

Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.

- **Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 608
- **Responsible Individual(s):**

- **Measure:** Curriculum-Based Assessment
- **Direct:** - Student Artifact

- **Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 608
- **Responsible Individual(s):**

- **Measure:** Practicum Evaluation/Observation
- **Direct:** - Other

- **Details/Description:** Practicum Evaluation
- **Target:**
- **Implementation Plan (timeline):** SPED 622
- **Responsible Individual(s):**

9.3 Engage in lifelong learning

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

- **Measure:** Curriculum-Based Assessment
- **Direct:** - Student Artifact

- **Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 608
- **Responsible Individual(s):**

- **Measure:** Practicum Evaluation/Observation
- **Direct:** - Other

- **Details/Description:** Practicum Evaluation
- **Target:**
- **Implementation Plan (timeline):** SPED 622
- **Responsible Individual(s):**
### 9.4 Sensitive to the aspects of diversity

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.

- **Measure:** Curriculum-Based Assessment  
  Direct - Student Artifact

  - **Details/Description:** Project  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 608  
    - **Responsible Individual(s):**

- **Measure:** Practicum Evaluation/Observation  
  Direct - Other

  - **Details/Description:** Practicum Evaluation  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 622  
    - **Responsible Individual(s):**

### 9.5 Engage in activities that foster professional growth

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

- **Measure:** Curriculum-Based Assessment  
  Direct - Student Artifact

  - **Details/Description:** Project  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 608  
    - **Responsible Individual(s):**

- **Measure:** Practicum Evaluation/Observation  
  Direct - Other

  - **Details/Description:** Practicum Evaluation  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 622  
    - **Responsible Individual(s):**

### 9.6 Know and practice within their limits

Special educators know their own limits of practice and practice within them.

- **Measure:** Curriculum-Based Assessment  
  Direct - Student Artifact

  - **Details/Description:** Project  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 608  
    - **Responsible Individual(s):**

- **Measure:** Practicum Evaluation/Observation  
  Direct - Other

  - **Details/Description:** Practicum Evaluation  
    - **Target:**  
    - **Implementation Plan (timeline):** SPED 622  
    - **Responsible Individual(s):**
# 10. Collaboration

## 10.1 Routinely and effectively collaborate with others

**Measure:** IEP Simulation  
**Direct - Student Artifact**

Details/Description: Project  
Target:  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):

## 10.2 Advocate the learning and well being of individuals with ELN

**Measure:** IEP Simulation  
**Direct - Student Artifact**

Details/Description: Project  
Target:  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):

## 10.3 Act as a resource to colleagues

**Measure:** IEP Simulation  
**Direct - Student Artifact**

Details/Description: Project  
Target:  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):
### 10.4 Use collaboration to facilitate transitions

Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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<thead>
<tr>
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<td>Implementation Plan (timeline):</td>
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<td>Responsible Individual(s):</td>
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</table>

### Assessment Findings

#### Finding per Measure

### MA/MS in Special Education Outcome Set - Advanced Graduate Program

#### 1. Leadership and Policy

### 1.1 Provide leadership

Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission.

<table>
<thead>
<tr>
<th>Measure:</th>
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<td>Direct - Exam</td>
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**Findings for Comprehensive Examination**

*No Findings Added*

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Program Outcomes Assessment
MA/MS in Special Education
Responsible Individual(s):

Findings for IEP Project

No Findings Added

Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

1.2 Advocate for laws and resources
Special educators in advanced roles advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation.

Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination

No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
1.3 Formulate goals
Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs.

Measure: Comprehensive Examination
Direct - Exam
Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):
Findings for Comprehensive Examination
No Findings Added

Measure: IEP Project
Direct - Student Artifact
Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project

No Findings Added

Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

1.4 Create procedures and positive work environments
Special educators in advanced roles provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.

Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination

No Findings Added

Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project

No Findings Added

Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

2. Program Development and Organization

2.1 Improve instructional programs
Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the school-wide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs.

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report

No Findings Added

Measure: Technology Assessment
Direct - Student Artifact
### Details/Description:

**Target:**

**Implementation Plan (timeline):** SPED 624  
**Responsible Individual(s):**

<table>
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**Measure:** UDL--Action Research  
**Direct - Student Artifact**

### Details/Description:

**Target:**

**Implementation Plan (timeline):** SPED 690  
**Responsible Individual(s):**

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</table>

### 2.2 Design professional development and improvement systems

Special educators in advanced roles design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems.

**Measure:** Differentiation Report  
**Direct - Student Artifact**

### Details/Description:

**Target:**

**Implementation Plan (timeline):** SPED 623  
**Responsible Individual(s):**

<table>
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**Measure:** Technology Assessment  
**Direct - Student Artifact**

### Details/Description:

**Target:**

**Implementation Plan (timeline):** SPED 624  
**Responsible Individual(s):**

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<td>No Findings Added</td>
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</table>

**Measure:** UDL--Action Research  
**Direct - Student Artifact**
2.3 Develop programs and services

They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

Details/Description:
Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report
No Findings Added

Details/Description:
Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment
No Findings Added

Details/Description:
Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

Findings for UDL--Action Research
No Findings Added

3. Research and Inquiry
3.1 Understand the basis for evidence-based practices

Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies.

**Measure:** CBM Project
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

Findings for CBM Project

No Findings Added

**Measure:** Law Project
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

Findings for Law Project

No Findings Added

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

Findings for Technology Assessment

No Findings Added

**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

Findings for UDL--Action Research

No Findings Added
3.2 Evaluate appropriateness of research methodologies

Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature.

**Measure: CBM Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Findings** for CBM Project

*No Findings Added*

**Measure: Law Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

**Findings** for Law Project

*No Findings Added*

**Measure: Technology Assessment**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

**Findings** for Technology Assessment

*No Findings Added*

**Measure: UDL--Action Research**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

**Findings** for UDL--Action Research

*No Findings Added*
3.3 Improve instructional techniques

Special educators in advanced roles use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research.

**Measure: CBM Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Findings for CBM Project**

*No Findings Added*

**Measure: Law Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

**Findings for Law Project**

*No Findings Added*

**Measure: Technology Assessment**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

**Findings for Technology Assessment**

*No Findings Added*

**Measure: UDL--Action Research**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

**Findings for UDL--Action Research**

*No Findings Added*
3.4 Use literature to resolve issues of professional practice

Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices.

▼ Measure: CBM Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Findings for CBM Project
No Findings Added

▼ Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project
No Findings Added

▼ Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment
No Findings Added

▼ Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 690
Responsible Individual(s):

Findings for UDL--Action Research
No Findings Added
### 4. Student and Program Evaluation

#### 4.1 Evaluate instructional practices and progress

Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles lead design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals.

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<th>Measure: Differentiation Report</th>
<th>Details/Description: this looks at program planning rather than lesson planning</th>
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4.2 Apply knowledge and skills to all stages of evaluation

Special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.

**Measure:** Differentiation Report
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
Implementation Plan (timeline): SPED 623

**Responsible Individual(s):**

**Findings** for Differentiation Report

No Findings Added

**Measure:** IEP Project
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 622

**Responsible Individual(s):**

**Findings** for IEP Project

No Findings Added

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 624

**Responsible Individual(s):**

**Findings** for Technology Assessment

No Findings Added

**Measure:** UDL--Action Research
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 690

**Responsible Individual(s):**

**Findings** for UDL--Action Research
5. Professional Development and Ethical Practice

5.1 Guided by professional ethics and practice standards

Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues.

**Measure: CBM Project**
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

**Findings** for CBM Project

No Findings Added

**Measure: Comprehensive Examination**
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): End of Program
Responsible Individual(s):

**Findings** for Comprehensive Examination

No Findings Added

**Measure: Differentiation Report**
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning

**Target:**
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

**Findings** for Differentiation Report

No Findings Added

**Measure: IEP Project**
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 622
**5.2 Expand knowledge and expertise**

Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand

**Measure: CBM Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 690
**Responsible Individual(s):**

**Findings for CBM Project**

*No Findings Added*
their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning.

**Implementation Plan (timeline):** SPED 608  
**Responsible Individual(s):**

**Findings** for CBM Project

No Findings Added

**Measure:** Comprehensive Examination  
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

**Findings** for Comprehensive Examination

No Findings Added

**Measure:** Differentiation Report  
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning  
**Target:**
**Implementation Plan (timeline):** SPED 623  
**Responsible Individual(s):**

**Findings** for Differentiation Report

No Findings Added

**Measure:** IEP Project  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Findings** for IEP Project

No Findings Added

**Measure:** Law Project  
Direct - Student Artifact

**Details/Description:**
**Target:**
### Implementation Plan (timeline): SPED 698D

**Responsible Individual(s):**

- **Findings** for Law Project
  
  *No Findings Added*

### Measure: Praxis II

**Direct - Exam**

**Details/Description:**

- **Target:**
- **Implementation Plan (timeline):** Prior to Program Entry
- **Responsible Individual(s):**

  - **Findings** for Praxis II
  
  *No Findings Added*

### Measure: UDL--Action Research

**Direct - Student Artifact**

**Details/Description:**

- **Target:**
- **Implementation Plan (timeline):** SPED 690
- **Responsible Individual(s):**

  - **Findings** for UDL--Action Research
  
  *No Findings Added*

### 5.3 Create supportive environments and safeguard legal rights

Special educators in advanced roles create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice.

### Measure: CBM Project

**Direct - Student Artifact**

**Details/Description:**

- **Target:**
- **Implementation Plan (timeline):** SPED 608
- **Responsible Individual(s):**

  - **Findings** for CBM Project
  
  *No Findings Added*

### Measure: Comprehensive Examination

**Direct - Exam**

**Details/Description:**

- **Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

Findings for Comprehensive Examination

No Findings Added

**Measure:** Differentiation Report  
Direct - Student Artifact

**Details/Description:** this looks at program planning rather than lesson planning
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

Findings for Differentiation Report

No Findings Added

**Measure:** IEP Project  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

Findings for IEP Project

No Findings Added

**Measure:** Law Project  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 698D
**Responsible Individual(s):**

Findings for Law Project

No Findings Added

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**
**Target:**
5.4 Plan professional development and act as a model

Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

° Measure: CBM Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Findings for CBM Project

No Findings Added
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report

No Findings Added

Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project

No Findings Added

Measure: Law Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 698D
Responsible Individual(s):

Findings for Law Project

No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

Measure: UDL--Action Research
Direct - Student Artifact

Details/Description:
Target:
6. Collaboration

6.1 Integrate services
Special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs.

- **Measure**: Comprehensive Examination
  Direct - Exam

  **Details/Description:**
  Target:
  Implementation Plan (timeline): End of Program
  Responsible Individual(s):

  **Findings** for Comprehensive Examination

  No Findings Added

- **Measure**: Differentiation Report
  Direct - Student Artifact

  **Details/Description:** this looks at program planning rather than lesson planning
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  Implementation Plan (timeline): SPED 623
  Responsible Individual(s):

  **Findings** for Differentiation Report

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- **Measure**: IEP Project
  Direct - Student Artifact

  **Details/Description:**
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  Implementation Plan (timeline): SPED 622
  Responsible Individual(s):

  **Findings** for IEP Project

  No Findings Added

- **Measure**: Praxis II
  Direct - Exam
Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II
No Findings Added

6.2 Understand the significance of collaboration for internal and external stakeholders

Special educators in advanced roles understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families.

Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination
No Findings Added

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report
No Findings Added

Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project
No Findings Added

Measure: Praxis II
Direct - Exam
Details/Description:
Target:
Implementation Plan (timeline): Prior to Program Entry
Responsible Individual(s):

Findings for Praxis II

No Findings Added

6.3 Knowledge of research and uses of collaboration

Special educators in advanced roles possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

Measure: Comprehensive Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Comprehensive Examination

No Findings Added

Measure: Differentiation Report
Direct - Student Artifact

Details/Description: this looks at program planning rather than lesson planning
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Differentiation Report

No Findings Added

Measure: IEP Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Project

No Findings Added

Measure: Praxis II
Direct - Exam
MA/MS in Special Education - Graduate Initial Licensure

1. Foundations

1.1 Understand the field as an evolving and changing discipline

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 in society.

**Details/Description:** Comprehensive Exam
**Target:**
**Implementation Plan (timeline):** SPED 607

**Findings** for Content Area Examination

No Findings Added

**Measure:** IEP Simulation
**Direct - Student Artifact**

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II
**Direct - Exam**

**Details/Description:** Norm-Referenced Test
**Target:**
**Implementation Plan (timeline):** End of Program

**Findings** for Praxis II
1.2 Understand how these influence professional practice

Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

Measure: Content Area Examination
Direct - Exam
Details/Description: Comprehensive Exam
Target:
Implementation Plan (timeline): SPED 607
Responsible Individual(s):

Findings for Content Area Examination
No Findings Added

Measure: IEP Simulation
Direct - Student Artifact
Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Simulation
No Findings Added

Measure: Praxis II
Direct - Exam
Details/Description: Norm-Referenced Test
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Praxis II
No Findings Added

1.3 Understand how the impact of issues of diversity

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.

Measure: Content Area Examination
Direct - Exam
Details/Description: Comprehensive Exam
Target:
Implementation Plan (timeline): SPED 607
Responsible Individual(s):

Findings for Content Area Examination
## No Findings Added

### Measure: IEP Simulation
- **Direct - Student Artifact**

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**Findings** for IEP Simulation

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**Findings** for Praxis II

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**Findings** for Content Area Examination

No Findings Added

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**Findings** for IEP Simulation

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1.4 Understand the relationships of organizations of special education

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.
No Findings Added

**Measure:** Praxis II  
Direct - Exam

**Details/Description:** Norm-Referenced Test  
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

**Findings** for Praxis II

No Findings Added

### 1.5 Construct personal understandings and philosophies

Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Measure:** Content Area Examination  
Direct - Exam

**Details/Description:** Comprehensive Exam  
**Target:**  
**Implementation Plan (timeline):** SPED 607  
**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II  
Direct - Exam

**Details/Description:** Norm-Referenced Test  
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

**Findings** for Praxis II
No Findings Added

2. Development and characteristics of learners

### 2.1 Know and demonstrate respect

Special educators know and demonstrate respect for their students first as unique human beings.

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2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

**Measure:** Content Area Examination
Direct - Exam

- **Details/Description:** Comprehensive Exam
- **Target:**
- **Implementation Plan (timeline):** SPED 607
- **Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** Curriculum-Based Assessment
Direct - Student Artifact

- **Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 608
- **Responsible Individual(s):**

**Findings** for Curriculum-Based Assessment

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

- **Details/Description:** Project
- **Target:**
- **Implementation Plan (timeline):** SPED 622
2.3 Understand how exceptional conditions can interact with development

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 individuals with ELN.

**Measure:** Content Area Examination

**Direct - Exam**

**Details/Description:** Comprehensive Exam

**Target:**

**Implementation Plan (timeline):** SPED 607

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** Curriculum-Based Assessment

**Direct - Student Artifact**

**Details/Description:** Project

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### 2.4 Understand the impact of ELN

Special educators understand how the experiences of individuals with ELN can impact families, as
Implementation Plan (timeline): SPED 607

Responsible Individual(s):

Findings for Content Area Examination

No Findings Added

**Measure:** Curriculum-Based Assessment

Direct - Student Artifact

Details/Description: Project

Target:

Implementation Plan (timeline): SPED 608

Responsible Individual(s):

Findings for Curriculum-Based Assessment

No Findings Added

**Measure:** IEP Simulation

Direct - Student Artifact

Details/Description: Project

Target:

Implementation Plan (timeline): SPED 622

Responsible Individual(s):

Findings for IEP Simulation

No Findings Added

**Measure:** Practicum Evaluation/Observation

Direct - Other

Details/Description: Practicum Evaluation

Target:

Implementation Plan (timeline): SPED 622

Responsible Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

**Measure:** Praxis II

Direct - Exam

Details/Description: Norm-Referenced Test

Target:
3. Individual learning differences

3.1 Understand the effects of an exceptional condition on learning

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added

3.2 Understand the beliefs, traditions, and values that can affect relationships

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description: Norm-Referenced Test
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Praxis II
No Findings Added

Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Praxis II
No Findings Added
### 3.3 Understand how backgrounds interact with exceptional conditions

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.

#### Measure: Lesson Plans
**Direct - Portfolio**

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### 4. Instructional strategies

#### 4.1 Possess a repertoire of evidence-based instructional strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

#### Measure: Curriculum-Based Assessment
**Direct - Student Artifact**

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Responsible Individual(s):

Findings for Lesson Plans

No Findings Added

**Measure: Practicum Evaluation/Observation**
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

**Measure: Teacher Work Sample— Elementary/Secondary**
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample— Elementary/Secondary

No Findings Added

**Measure: Technology Assessment**
Direct - Student Artifact

Details/Description: Case Study
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment

No Findings Added
### 4.2 Use instructional strategies to promote positive learning results

**Measure:** Curriculum-Based Assessment  
Direct - Student Artifact

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**Findings** for Lesson Plans

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Direct - Other

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### Measure: Teacher Work Sample— Elementary/Secondary

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**Findings** for Teacher Work Sample— Elementary/Secondary

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**Findings for Technology Assessment**

No Findings Added

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### 4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELM, 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.

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**Findings for Curriculum-Based Assessment**

No Findings Added

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**Findings for Lesson Plans**

No Findings Added

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**Findings for Practicum Evaluation/Observation**

No Findings Added
5. Learning environments and social interactions

5.1 Create learning environments for individuals with ELN
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.

- **Measure:** IEP Simulation
  - **Direct - Student Artifact**
  - **Details/Description:** Project
  - **Target:**
  - **Implementation Plan (timeline):** SPED 622
  - **Responsible Individual(s):**
  - **Findings** for IEP Simulation
    - No Findings Added

- **Measure:** Lesson Plans
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  - **Details/Description:** Portfolio
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  - **Responsible Individual(s):**
  - **Findings** for Lesson Plans
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**Direct - Other**

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

**Findings** for Practicum Evaluation/Observation

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## Measure: Teacher Work Sample—Elementary/Secondary

**Direct - Student Artifact**

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary/Secondary

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## Measure: Teacher Work Sample—Elementary/Secondary

**Direct - Student Artifact**

**Details/Description:** Project

**Target:**

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**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary/Secondary

No Findings Added

## Measure: Technology Assessment

**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

**Findings** for Technology Assessment
### 5.2 Foster environments in which diversity is valued

Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

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**Responsible Individual(s):**

**Findings for IEP Simulation**

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**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**

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**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

**Findings for Teacher Work Sample— Elementary/Secondary**

No Findings Added
5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

**Measure: Technology Assessment**
Direct - Student Artifact

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

**Findings** for Technology Assessment

No Findings Added

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:** Project
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Responsible Individual(s):

**Findings** for IEP Simulation

No Findings Added

**Measure: Lesson Plans**
Direct - Portfolio

**Details/Description:** Portfolio
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Responsible Individual(s):

**Findings** for Lesson Plans

No Findings Added

**Measure: Practicum Evaluation/Observation**
Direct - Other

**Details/Description:** Practicum Evaluation
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Responsible Individual(s):

**Findings** for Practicum Evaluation/Observation
No Findings Added

**Measure:** Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project
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**Responsible Individual(s):**

Findings for Teacher Work Sample— Elementary/Secondary
No Findings Added

**Measure:** Technology Assessment
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

Findings for Technology Assessment
No Findings Added

**5.4 Help general education colleagues**
Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

Findings for IEP Simulation
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**Measure:** Lesson Plans
Direct - Portfolio

**Details/Description:** Portfolio
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**Responsible Individual(s):**

Findings for Lesson Plans
No Findings Added

### Measure: Practicum Evaluation/Observation

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

**Findings** for Practicum Evaluation/Observation

No Findings Added

### Measure: Teacher Work Sample—Elementary/Secondary

**Details/Description:** Project

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**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary/Secondary

No Findings Added

### Measure: Technology Assessment

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

**Findings** for Technology Assessment

No Findings Added

### 5.5 Use direct interventions

Special educators use direct motivational and instructional interventions with ELN to teach them to respond effectively to current expectations.

### Measure: IEP Simulation

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

**Findings** for IEP Simulation
### Measure: Lesson Plans
**Direct - Portfolio**

**Details/Description:** Portfolio  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Findings for Lesson Plans**

No Findings Added

### Measure: Practicum Evaluation/Observation
**Direct - Other**

**Details/Description:** Practicum Evaluation  
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**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**

No Findings Added

### Measure: Teacher Work Sample— Elementary/Secondary
**Direct - Student Artifact**

**Details/Description:** Project  
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**Responsible Individual(s):**

**Findings for Teacher Work Sample— Elementary/Secondary**

No Findings Added

### Measure: Technology Assessment
**Direct - Student Artifact**

**Details/Description:** Case Study  
**Target:**  
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**Responsible Individual(s):**

**Findings for Technology Assessment**

No Findings Added
### 5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in crisis.

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5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

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**No Findings Added**

### Measure: Teacher Work Sample—Elementary/Secondary

**Direct - Student Artifact**

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

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**Findings for Teacher Work Sample—Elementary/Secondary**

**No Findings Added**

### Measure: Technology Assessment

**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

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**Findings for Technology Assessment**

**No Findings Added**

### 6. Language

#### 6.1 Understand language development

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.

### Measure: IEP Simulation

**Direct - Student Artifact**

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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**Findings for IEP Simulation**

**No Findings Added**

### Measure: Practicum Evaluation/Observation

**Direct - Other**

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622
### 6.2 Use individualized strategies to enhance language development

**Measure: IEP Simulation**  
Direct - Student Artifact

**Details/Description:** Project  
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**Responsible Individual(s):**

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**Measure: Practicum Evaluation/Observation**  
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### 6.3 Are familiar with technologies to support communication

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Direct - Student Artifact

**Details/Description:** Project  
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**Measure: Practicum Evaluation/Observation**  
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**Responsible Individual(s):**

**Findings** for Practicum Evaluation/Observation

*No Findings Added*

### 6.4 Provide language models and facilitate understanding

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

### 7. Instructional planning

#### 7.1 Develop longrange individualized instructional plans

**Measure:** Pracicum Evaluation/Observation  
Direct - Other

**Details/Description:** Practicum Evaluation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

**Findings** for Practicum Evaluation/Observation

*No Findings Added*
Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added

Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Practicum Evaluation/Observation
No Findings Added

Measure: Teacher Work Sample— Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample— Elementary/Secondary
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment
No Findings Added
7.2 Develop shortrange goals and objectives
Special educators systematically translate these long-range individualized plans into carefully selected short-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for IEP Simulation**
No Findings Added

**Measure: Lesson Plans**
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Lesson Plans**
No Findings Added

**Measure: Practicum Evaluation/Observation**
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**
No Findings Added

**Measure: Teacher Work Sample—Elementary/Secondary**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary/Secondary**
No Findings Added
**Measure:** Technology Assessment  
Direct - Student Artifact

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 624  
Responsible Individual(s):

**Findings** for Technology Assessment

No Findings Added

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**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:** Project
**Target:**  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):

**Findings** for IEP Simulation

No Findings Added

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**Measure:** Lesson Plans  
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):

**Findings** for Lesson Plans

No Findings Added

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**Measure:** Practicum Evaluation/Observation  
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**  
Implementation Plan (timeline): SPED 622  
Responsible Individual(s):

**Findings** for Practicum Evaluation/Observation

No Findings Added

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**7.3 Select, adapt, create, and modify materials and instructional variables**

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.
Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample—Elementary/Secondary
No Findings Added

Measure: Technology Assessment
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 624
Responsible Individual(s):

Findings for Technology Assessment
No Findings Added

7.4 Facilitate instructional planning in a collaborative context
Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Simulation
No Findings Added

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added
### Measure: Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

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### Measure: Technology Assessment
Direct - Student Artifact

**Details/Description:** Case Study

**Target:**

**Implementation Plan (timeline):** SPED 624

**Responsible Individual(s):**

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### 7.5 Develop individualized transition plans

Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of post-secondary work and learning contexts.

### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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**Measure: Lesson Plans**
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Lesson Plans**

*No Findings Added*

**Measure: Practicum Evaluation/Observation**
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**

*No Findings Added*

**Measure: Teacher Work Sample— Elementary/Secondary**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Findings for Teacher Work Sample— Elementary/Secondary**

*No Findings Added*

**Measure: Technology Assessment**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 624
**Responsible Individual(s):**

**Findings for Technology Assessment**

*No Findings Added*
### 7.6 Use technologies to support instructional planning

**Measure:** IEP Simulation  
**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**  

**Findings** for IEP Simulation  

*No Findings Added*

**Measure:** Lesson Plans  
**Details/Description:** Portfolio  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**  

**Findings** for Lesson Plans  

*No Findings Added*

**Measure:** Practicum Evaluation/Observation  
**Details/Description:** Practicum Evaluation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**  

**Findings** for Practicum Evaluation/Observation  

*No Findings Added*

**Measure:** Teacher Work Sample—Elementary/Secondary  
**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 623  
**Responsible Individual(s):**  

**Findings** for Teacher Work Sample—Elementary/Secondary  

*No Findings Added*
8. Assessment

8.1 Use multiple types of 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.

- **Measure:** Technology Assessment
  - Direct - Student Artifact
  - Details/Description:
    - Target:
    - Implementation Plan (timeline): SPED 624
    - Responsible Individual(s):
  - Findings for Technology Assessment
    - No Findings Added

- **Measure:** Curriculum-Based Assessment
  - Direct - Student Artifact
  - Details/Description:
    - Project
    - Target:
    - Implementation Plan (timeline): SPED 608
    - Responsible Individual(s):
  - Findings for Curriculum-Based Assessment
    - No Findings Added

- **Measure:** IEP Simulation
  - Direct - Student Artifact
  - Details/Description:
    - Project
    - Target:
    - Implementation Plan (timeline): SPED 622
    - Responsible Individual(s):
  - Findings for IEP Simulation
    - No Findings Added

- **Measure:** Lesson Plans
  - Direct - Portfolio
  - Details/Description:
    - Portfolio
    - Target:
    - Implementation Plan (timeline): SPED 622
    - Responsible Individual(s):
  - Findings for Lesson Plans
No Findings Added

### Measure: Practicum Evaluation/Observation
Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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No Findings Added

### Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 623

**Responsible Individual(s):**

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No Findings Added

### 8.2 Use the results of assessments
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.

### Measure: Curriculum-Based Assessment
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 608

**Responsible Individual(s):**

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No Findings Added

### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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Findings for IEP Simulation
No Findings Added

**Measure: Lesson Plans**
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Lesson Plans**
No Findings Added

**Measure: Practicum Evaluation/Observation**
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**
No Findings Added

**Measure: Teacher Work Sample— Elementary/Secondary**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 623
**Responsible Individual(s):**

**Findings for Teacher Work Sample— Elementary/Secondary**
No Findings Added

**Measure: Curriculum-Based Assessment**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
8.3 Understand the legal policies and ethical principles of assessment
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.

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| Findings **for IEP Simulation** |

No Findings Added

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| Findings **for Lesson Plans** |

No Findings Added

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| Findings **for Practicum Evaluation/Observation** |

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<td><strong>Target:</strong></td>
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</table>
8.4 Understand measurement theory and the use and limitations of assessments

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.

**Measure: Curriculum-Based Assessment**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 608
**Responsible Individual(s):**

**Findings** for Curriculum-Based Assessment

No Findings Added

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:** Project
**Target:**
**Implementation Plan (timeline):** SPED 622
**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample—Elementary/Secondary

No Findings Added

8.5 Collaborate with families and colleagues

Special educators collaborate with families and other colleagues to assure unbiased, meaningful assessments and decision-making.

Measure: Curriculum-Based Assessment
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Findings for Curriculum-Based Assessment

No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Simulation

No Findings Added

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added

Measure: Practicum Evaluation/Observation
Direct - Other

Details/Description: Practicum Evaluation
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Practicum Evaluation/Observation
No Findings Added

Measure: Teacher Work Sample—Elementary/Secondary
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample—Elementary/Secondary
No Findings Added

8.6 Conduct formal and informal assessments
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.

Measure: Curriculum-Based Assessment
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Findings for Curriculum-Based Assessment
No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
*Implementation Plan (timeline):* SPED 622
*Responsible Individual(s):*

**Findings** for IEP Simulation

No Findings Added

**Measure:** Lesson Plans  
Direct - Portfolio

**Details/Description:** Portfolio
**Target:**  
*Implementation Plan (timeline):* SPED 622  
*Responsible Individual(s):*

**Findings** for Lesson Plans

No Findings Added

**Measure:** Practicum Evaluation/Observation  
Direct - Other

**Details/Description:** Practicum Evaluation
**Target:**  
*Implementation Plan (timeline):* SPED 622  
*Responsible Individual(s):*

**Findings** for Practicum Evaluation/Observation

No Findings Added

**Measure:** Teacher Work Sample— Elementary/Secondary  
Direct - Student Artifact

**Details/Description:** Project
**Target:**  
*Implementation Plan (timeline):* SPED 623  
*Responsible Individual(s):*

**Findings** for Teacher Work Sample— Elementary/Secondary

No Findings Added

8.7 Identify supports and adaptations
Special educators use assessment information to
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8.8 Regularly monitor progress

Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 623
Responsible Individual(s):

Findings for Teacher Work Sample— Elementary/Secondary
No Findings Added

Measure: Curriculum-Based Assessment
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 608
Responsible Individual(s):

Findings for Curriculum-Based Assessment
No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description: Project
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for IEP Simulation
No Findings Added

Measure: Lesson Plans
Direct - Portfolio

Details/Description: Portfolio
Target:
Implementation Plan (timeline): SPED 622
Responsible Individual(s):

Findings for Lesson Plans
No Findings Added

Measure: Practicum Evaluation/Observation
Direct - Other
**8.9 Use appropriate technologies**
Special educators use appropriate technologies to support their assessments.

---

### Details/Description: Practicum Evaluation
**Target:**

**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

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### Measure: Teacher Work Sample—Elementary/Secondary
**Direct - Student Artifact**

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### Measure: Curriculum-Based Assessment
**Direct - Student Artifact**

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### Measure: IEP Simulation
**Direct - Student Artifact**

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**Responsible Individual(s):** |

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### Measure: Lesson Plans
**Direct - Portfolio**
9. Professional and ethical practice

9.1 Guided by ethical and professional practice standards

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Details/Description: Project

Target:

Implementation Plan (timeline): SPED 608

Responsibe Individual(s):

Findings for Curriculum-Based Assessment

No Findings Added

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9.2 Guided by ethical and professional practice standards

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.

---

8.2 Guided by ethical and professional practice standards

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Details/Description: Practicum Evaluation

Target:

Implementation Plan (timeline): SPED 622

Responsibe Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

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8.1 Guided by ethical and professional practice standards

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Details/Description: Project

Target:

Implementation Plan (timeline): SPED 623

Responsibe Individual(s):

Findings for Teacher Work Sample—Elementary/Secondary

No Findings Added

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Details/Description: Portfolio

Target:

Implementation Plan (timeline): SPED 622

Responsibe Individual(s):

Findings for Lesson Plans

No Findings Added

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### Measure: Practicum Evaluation/Observation
#### Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

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**Findings** for Practicum Evaluation/Observation

*No Findings Added*

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### Measure: Curriculum-Based Assessment
#### Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 608

**Responsible Individual(s):**

---

**Findings** for Curriculum-Based Assessment

*No Findings Added*

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### Measure: Practicum Evaluation/Observation
#### Direct - Other

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

---

**Findings** for Practicum Evaluation/Observation

*No Findings Added*

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### Measure: Curriculum-Based Assessment
#### Direct - Student Artifact

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 608

**Responsible Individual(s):**

---

**Findings** for Curriculum-Based Assessment

*No Findings Added*
### Measure: Practicum Evaluation/Observation
**Direct - Other**

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**

*No Findings Added*

### 9.4 Sensitive to the aspects of diversity

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.

### Measure: Curriculum-Based Assessment
**Direct - Student Artifact**

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 608

**Responsible Individual(s):**

**Findings for Curriculum-Based Assessment**

*No Findings Added*

### Measure: Practicum Evaluation/Observation
**Direct - Other**

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

**Findings for Practicum Evaluation/Observation**

*No Findings Added*

### 9.5 Engage in activities that foster professional growth

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.
No Findings Added

**Measure:** Practicum Evaluation/Observation  
Direct - Other

**Details/Description:** Practicum Evaluation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

---

**Findings** for Practicum Evaluation/Observation  
No Findings Added

---

9.6 Know and practice within their limits  
Special educators know their own limits of practice and practice within them.

**Measure:** Curriculum-Based Assessment  
Direct - Student Artifact

**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 608  
**Responsible Individual(s):**

---

**Findings** for Curriculum-Based Assessment  
No Findings Added

---

**Measure:** Practicum Evaluation/Observation  
Direct - Other

**Details/Description:** Practicum Evaluation  
**Target:**  
**Implementation Plan (timeline):** SPED 622  
**Responsible Individual(s):**

---

**Findings** for Practicum Evaluation/Observation  
No Findings Added

---

10. Collaboration

10.1 Routinely and effectively collaborate with others  
Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:** Project  
**Target:**  
**Implementation Plan (timeline):** SPED 622
Responsible Individual(s):

Findings for IEP Simulation

No Findings Added

**Measure:** Practicum Evaluation/Observation

Direct - Other

Details/Description: Practicum Evaluation

Target:

Implementation Plan (timeline): SPED 622

Responsible Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

10.2 Advocate the learning and well being of individuals with ELN

Special educators embrace their special role as advocates 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.

**Measure:** IEP Simulation

Direct - Student Artifact

Details/Description: Project

Target:

Implementation Plan (timeline): SPED 622

Responsible Individual(s):

Findings for IEP Simulation

No Findings Added

**Measure:** Practicum Evaluation/Observation

Direct - Other

Details/Description: Practicum Evaluation

Target:

Implementation Plan (timeline): SPED 622

Responsible Individual(s):

Findings for Practicum Evaluation/Observation

No Findings Added

10.3 Act as a resource to colleagues

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.

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

---

**Findings for IEP Simulation**

No Findings Added

**Measure:** Practicum Evaluation/Observation

Direct - Other

---

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

---

**Findings for Practicum Evaluation/Observation**

No Findings Added

---

**10.4 Use collaboration to facilitate transitions**

Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

**Measure:** IEP Simulation

Direct - Student Artifact

---

**Details/Description:** Project

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

---

**Findings for IEP Simulation**

No Findings Added

---

**Measure:** Practicum Evaluation/Observation

Direct - Other

---

**Details/Description:** Practicum Evaluation

**Target:**

**Implementation Plan (timeline):** SPED 622

**Responsible Individual(s):**

---

**Findings for Practicum Evaluation/Observation**

No Findings Added

---

**Overall Recommendations**

No text specified
Overall Reflection

No text specified

Action Plan

Status Report
2015-2016 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. **MS SpEd Map** (Curriculum Map)
B. **MS_in_SpecialEducation - InitialLicense - SPA - 2011.pdf** (Adobe Acrobat Document)
C. **MS_in_SpecialEducation - InitialLicense_Response_Sep2013.pdf** (Adobe Acrobat Document)
E. **MS_in_SpecialEducation - AdvancedGraduateProgram_Response_Sep2013.pdf** (Adobe Acrobat Document)
F. **Special Education** (Microsoft Word)
Special Education – 2006/2009
Special Education Licensure - Graduate
Elementary, Early and Special Education
### Supervised Field Experience

<table>
<thead>
<tr>
<th>Course #/Title or Program Requirement</th>
<th>Purpose of Field Experience</th>
<th>Number of Required Hours in P-12 Classroom</th>
<th>Candidate Required Tasks</th>
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<tbody>
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</table>
### A. Curriculum Section

**Program of Study Master’s Degree**  
**Special Education**

Student __________________________   991 _______________________

**Major Area**  
**Minimum: 36 Semester Hours**

<table>
<thead>
<tr>
<th>Course Dept Num</th>
<th>When Taken</th>
<th>Hrs Credit</th>
<th>Grade</th>
<th>Remarks</th>
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<tr>
<td>SPED 625</td>
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**Total Hours in Special Education**

**Research & Professional Education**  
**Minimum: 12 Semester Hours**

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<td>EPSY 625</td>
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</table>

**Total Hours in Research & Professional Education**

**Total Hours**

Student Signature __________________________   Date __________________________
Advisor Signature __________________________   Date/Course __________________________

---

**Course Descriptions**

Special Education – Graduate – 2006/2009
Course Description

590 Education of the Gifted—3 hours. Philosophies and special problems related to providing appropriate educational experiences to gifted and talented children.

601 Education of Exceptional Children—3 hours. The different types of exceptional children and how they may best be educated through the school program. Prerequisite: permission of the instructor.

602 Behavior Management—3 hours. Practical methodology and individualizing instruction utilizing learning packets, unit plans, and prescriptions for academic and behavioral intervention

608 Assessment—3 hours. Assessment techniques and diagnostic procedures for special education personnel. Prerequisites: 601 and 602.

622 Strategies in Reading and Learning Arts—3 hours. Strategies for teaching students with disabilities including strategies in reading, writing, and other language arts areas. Prerequisites: 601 and 602.

623 Learning Strategies in Mathematics, Science, and Social Studies—3 hours. Strategies for teaching students with disabilities including strategies in mathematics and other content and school areas. Prerequisites: 601 and 602.

624 Assistive Technology—3 hours. The application and use of both electronic and non electronic forms of assistive technology. Case management, assessment, intervention strategies, and instructional uses of assistive technology are included. Prerequisites: 601 and 602.

625 High Incidence Disabilities—3 hours. Students with exceptionalities who are most likely to be receiving special education in the schools. Indiana’s classification of “mild intervention.” Characteristics, eligibility determination procedures, learning needs, and schools’ approaches to meeting these needs by classroom teachers and specialists. Procedures for identification, evaluation, IEP teams, and school settings are detailed. Prerequisites: 601 and 602.

626 Collaboration Strategies—3 hours. For teachers and other professionals who are in collaborative situations. Situations, settings, approaches, and problem solving will be presented. Examples of a variety of approaches, with application to particular settings will be incorporated throughout the course. Prerequisites: 601 and 602.

690 Directed Study in Special Education—1-3 hours. Offered on an individual basis with the student choosing, with the approval of the instructor, the area of study and the method to be used. May be repeated once for credit with consent of the Chairperson of the Department.

698 Advanced Topics in Special Education—1-3 hours. This course is devoted to the study of advanced topics in special education, such as: a) secondary level academic programming, b) professional issues, c) consultation strategies, d) special education law, and e) early childhood special education. This course may be repeated if different topics are studied, but not more than 6 semester hours may be counted toward meeting the degree requirements.
## B. Content Standards Matrix

*See attached matrix for Generalist Standards for Teachers of Special Education

√ = Teacher standard addressed

Performance assessment examples: 1) test, 2) paper, 3) project, 4) portfolio artifact, 5) labs, 6) lesson plan, 7) teaching, 8) other

<table>
<thead>
<tr>
<th>NBPTS Standards</th>
<th>SPED 602</th>
<th>SPED 607</th>
<th>SPED 608</th>
<th>SPED 622</th>
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C. Assessment Data Section

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<tr>
<th>Element Assessed</th>
<th>Describe Assessment Activity</th>
<th>When is it Assessed</th>
<th>Title of the Assessment Instrument/Rubric (attach copies)</th>
<th>Aggregated Summary Data for last 3 years</th>
<th>Curriculum/Program/Unit Operations/Modification(s) made based on this data</th>
<th>Content Standards Addressed by this Assessment Activity</th>
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</thead>
<tbody>
<tr>
<td>Pedagogical Content Knowledge for Teachers</td>
<td>Course Project</td>
<td>SPED 602</td>
<td>Pass Rate = 97% N = 39</td>
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<td>NBPTS 1, 2, 3, 4, 5</td>
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<tr>
<td>Course Project</td>
<td>SPED 608 Assessment Report Rubric</td>
<td>Pass Rate = 92% N =25</td>
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<td>2 Day Disability Simulation</td>
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<td>SPED 690 Being Developed Pass Rate = 81% N =9</td>
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<td>21/22</td>
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2.  
3.  
4.
## D. Faculty Section

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<tr>
<th>Faculty Name</th>
<th>Highest Degree Attained</th>
<th>Areas(s) or Specialization</th>
<th>Courses Taught in Program</th>
<th>Additional Responsibility in Program</th>
<th>Years of P-12 Experience</th>
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<tr>
<td>Burden, Robin D.</td>
<td>Ph.D.</td>
<td>Special Education (MI)</td>
<td>SPED 226 320 400 405 450 622 623 624</td>
<td>Advisement Undergraduates Graduates</td>
<td>17</td>
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<td>Jacobs, James</td>
<td>Ph.D.</td>
<td>Special Education Law; Behavior Management</td>
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<td>Undergrad advisor Program Co-ordinator</td>
<td>Five (5)</td>
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<tr>
<td>Miller, Maurice</td>
<td>Ph.D.</td>
<td>Special Education</td>
<td></td>
<td>Undergrad advisor</td>
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<tr>
<td>Hinshaw, Rebecca</td>
<td>Ph.D.</td>
<td>Special Education</td>
<td>SPED 226 SPED 315 SPED 316 SPED 400</td>
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</table>
Program Report for the Preparation of Special Education Teachers
Council for Exceptional Children (CEC)
Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name
   Indiana State University

2. State
   Indiana

3. Date submitted
   MM  DD  YYYY
   09  / 16  / 2013

4. Report Preparer's Information:
   Name of Preparer:
   Robin Burden, Ph.D.
   Phone: Ext. (812)237-8728
   E-mail: Robin.Burden@indstate.edu

5. NCATE Coordinator's Information:
   Name:
   Denise Collins, Ph.D.
   Phone: Ext. (812)237-2918
   E-mail: Denise.Collins@indstate.edu

6. Name of institution's program
   Special Education Master's Initial License

7. NCATE Category
   Special Education-Mild/Moderate Disabilities

8. Grade levels(1) for which candidates are being prepared
   P-12

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

9. Program Type
   ☐ Advanced Teaching
   ☐ First Teaching License
   ☐ Other School Personnel
   ☐ Unspecified

10. Degree or award level
    ☐ Baccalaureate
Post Baccalaureate
Master's
Post Master's
Specialist or C.A.S.
Doctorate
Endorsement only

11. Is this program offered at more than one site?
☐ Yes
☐ No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Mild Interventions

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 standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

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)

4. 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.)

5. 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.

6. 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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers</th>
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<tbody>
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</table>

(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.

### 7. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>James Jacobs</th>
</tr>
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<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, George Peabody College</td>
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<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Instructor</td>
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<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Serve the Legal Division of the State Department of Education, State of Indiana as an Administrative Law Judge/Independent Hearing Officer</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Cumberland House Elementary School, Nashville Tennessee - 3 years</td>
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<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Maurice Miller</th>
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</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D, Special Education, Southern Illinois University</td>
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<td>Assignment: Indicate the role of the faculty member</td>
<td>Instructor, Advisor</td>
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<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
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</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
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<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Rebecca Hinshaw</th>
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<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
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</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Instructor, Advisor, Field Supervisor</td>
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<td>Faculty Rank</td>
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<tr>
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<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>12 years teaching experience in P-8, general education and special education</td>
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<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Robin Burden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, University of South Carolina</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty, academic advisor, program chair, field supervisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate professor</td>
</tr>
</tbody>
</table>
### 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)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1:</td>
<td>Praxis II</td>
<td>State Licensure Exam</td>
<td>End of Program</td>
</tr>
<tr>
<td>Licensure assessment, or other content-based assessment (required)</td>
<td>Special Education Comprehensive Special Education Examination</td>
<td>Exam</td>
<td>SPED 607</td>
</tr>
<tr>
<td>Assessment #2:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment of content knowledge in special education (required)</td>
<td>Series of 5 Lesson Plans</td>
<td>Assignment</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Assessment #3:</td>
<td>Teacher Work Sample</td>
<td>Assignment</td>
<td>SPED 623</td>
</tr>
</tbody>
</table>
### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

1. **FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD**

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. **CONTENT STANDARDS**

<table>
<thead>
<tr>
<th>Assessment #8: Additional assessment that addresses CEC standards (optional)</th>
</tr>
</thead>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

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.

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.

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

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.

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
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.

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

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.

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

6. **Language.** Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

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

7. **Instructional Planning.** Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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

8. **Assessment.** Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-
making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

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

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

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

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.

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge” assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title,
and/or standard wording;
and

(2) Assessment Documentation
  e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
  f. The scoring guide for the assessment; and
  g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

2. Assessment of content knowledge in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

(13) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan). CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV

Assessment 3
See Attachment panel below.

4. Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4
See Attachment panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5
6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

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)

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/ResponseetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

The special education faculty at Indiana State University has made many improvements to both the program and the methods by which we report the data to our SPA. According to the feedback that we received after submitting the SPA report on September 15, 2011, the majority of our issues had to do with insufficient data. This comment was expected as we had been using both The Interstate Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS) standards rather than CEC standards. Thus, we had very little meaningful data to report. We will address each standard in turn and discuss the changes that we have made.

Standard 1: Met

Standard 2: Met
Standard 3: Met

We identified Assessments #3, #4, #5, #6, and #7 as providing evidence that candidates meet this standard. Comments from reviewers indicated that as data for Assessments #3, #4, #5, and #7 were not available at the time and since Assessment #6 was a simulation and not adequate as a single source of data for this standard, more data was needed for the standard to be met. We have rectified this for Assessments #3, #5, #6, and #7. However, Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. We know that our candidates are participating in practica experiences, but are unable to document their abilities in this area. It is our hope that the evidence presented in Assessments #3, #5, #7, and #8 are sufficient to meet the requirements of Standard 4.

Standard 5: Met with Conditions

We identified Assessments #3, #4, #5, #6, and #7 as providing evidence that candidates meet this standard. Comments from reviewers indicated that as data for Assessments #3, #4, #5, and #7 were not available at the time and since Assessment #6 was a simulation and not adequate as a single source of data for this standard, more data was needed for the standard to be met. We have rectified this for Assessments #3, #5, #6, and #7. However, Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. We know that our candidates are participating in practica experiences, but are unable to document their abilities in this area. It is our hope that the evidence presented in Assessments #3, #5, #6, and #7, are sufficient to meet the requirements of Standard 5.

Standard 6: Met with Conditions

We identified Assessments #4, and #6 as providing evidence that we met this standard. The reviewer did not feel that Assessment #6 (IEP simulation was not aligned to Standard 6, but did recommend that we cite Assessment #7 (technology project) instead. Thus, we have made those changes. However, Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. We know that our candidates are participating in practica experiences, but are unable to document their abilities in this area. Assessment #7 is included with a revised rubric that is more closely aligned to the CEC Standards.

Standard 7: Met

Standard 8: Met with Conditions

We identified Assessments #3, #4, #5, #6, and #8 as providing evidence of meeting this standard. However no data was available for Assessment #3, #4, #5, and #8 were available when we submitted the initial SPA report in September of 2011. This has been rectified for all Assessments with the exception of Assessment #4 (Practicum observation/evaluation). Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. We know that our candidates are participating in practica experiences, but are unable to document their abilities in this area. We anticipate that Assessments #3, #5, #6, and #8 will provide adequate evidence that Indiana State University meets Standard 8.

Standard 9: Met with Conditions

In our previous submission dated September 15, 2011, we identified Assessments #4 and #8 as evidence that our candidates meet Standard 9. However no evidence was submitted as we had just recently made the changeover from INTASC and NBPTS Standards to CEC standards. With this re-submission, we are able to provide evidence for Assessment #8. However, Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. Instead, we have made the decision to add Assessment #5 as evidence that our candidates are meeting Standard 9.

Standard 10—Met with Conditions
In our original SPA submission we cited Assessments #4 and #6 as evidence that our candidates met Standard 10. We are once again including data from Assessment 6. However, Assessment #4 has proven to be difficult to address as our candidates are spread over a wide geographic area. We kept trying to have administrators observe the candidates, but this was proving difficult as we were already asking them to observe Lesson Plans for Assessment #3. We received push-back due to the requirements of a new Indiana Teacher Assessment that required an inordinate amount of time for the administrators. We tried to have candidates create videos of their teaching but had issues with equipment as well as permission to video their students. Thus, we have recently (this semester) developed a series of reflective papers that we feel will present appropriate data, but do not have any to report at this time. Additionally we have re-crafted SPED 626 Collaboration and have now included an activity that requires candidates to collaborate on a program for a student. At this time, the assignment has had only one administration and we feel that it needs some “tweaking” before we include it as a formal “Assessment” for a SPA report. We do realize that we will probably receive a “Not Met” designation for this standard.

In conclusion, the special education faculty at Indiana State University feels that we are continuing to make a great deal of progress in our program as we use CEC standards and accept the guidance provided by the reviewers of our previously submitted SPA. However, we also realize that we still have issues that we are working on. We are only able to offer our graduate courses once a calendar year and this has greatly impacted our ability to provide data for this SPA report. Assessment #4 (Practicum observation/evaluation) is a case in point and it caused a great deal of angst as we worked on our Response to Conditions. In the end, we felt that it showed more integrity to indicate a lack of data than to provide poor or inappropriate data to the SPA.

Please click "Next"
1. Institution Name
Indiana State University

2. State
Indiana

3. Date submitted
03 / 15 / 2011

4. Report Preparer's Information:
Name of Preparer:
Robin Burden
Phone: (812) 237-8728
E-mail: Robin.Burden@indstate.edu

5. NCATE Coordinator's Information:
Name:
Susan Powers
Phone: (812) 237-2918
E-mail: Susan.Powers@indstate.edu

6. Name of institution's program
Graduate Initial Licensure

7. NCATE Category
Special Education-Mild/Moderate Disabilities

8. Grade levels(1) for which candidates are being prepared
K-12

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

9. Program Type
- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level
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

Exceptional Needs: Mild Intervention

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. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)

Section 1—Context
The special education program at Indiana State University is contained within the Department of Elementary, Early, and Special Education in the Bayh College of Education at Indiana State University. Indiana State University offers initial licensure in Exceptional Needs: Mild Interventions at the graduate level in three ways: a candidate with previous licensure in another area can enroll in courses to obtain special education licensure only, enroll in a program to obtain both special education licensure and a Master's of Science Degree, or enroll in a program to obtain both special education licensure and a Master's of Arts Degree.

The majority of students pursuing special education licensure already have a teacher's license, but have been unable to secure employment in the content area of their choice. Many of these candidates have been hired on an emergency license and must pursue special education licensure in order to keep their jobs. The development level of the license for which the candidates are eligible is dependent upon the level of their current license. For example, a candidate with a pre-existing K-6 license will receive a K-6 Mild Interventions license. Because candidates in the program at Indiana State University already hold a valid teacher’s license, we do not require them to complete an additional semester of student teaching. Practica and course assignments can be conducted in their own classes or the students can set up practica with help from the faculty at Indiana State University.

At Indiana State University, candidates are prepared according to Indiana Professional Teaching Standards and CEC Standards. According to the State of Indiana, the holder of a license in exceptional needs: mild interventions: “is eligible to teach students with exceptional needs in the school setting listed on the license.” Thus, they will be prepared to teach students with both mild and moderate disabilities. Because there are three paths that can lead to licensure, the number of required hours can vary. The licensure only path requires 21 hours. An additional six hours of pre-requisite coursework may be required if a candidate has not had a previous course in introductory special education or in behavior management. Candidates who desire a Master’s Degree in addition to licensure take an additional 15 hours of coursework.

The majority of graduate courses are distance-based. Some courses are presented via synchronous course meetings, some offerings are asynchronous, and others are offered using a combination of both. One course does require a one week residency during a summer session. Courses are offered on an annual rotation. Candidates can begin the program at the beginning of any semester. The need for pre-requisite courses does not preclude a candidate from beginning the program; the needed courses are picked up the first time that they appear in the
2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Candidates who are working on their initial special education license at Indiana State University already hold a valid teacher’s license. The content area and developmental levels may vary, but candidates cannot attain a special education license in this program as their first professional license. If a candidate is seeking an initial professional license, they are referred to our undergraduate program. We do not require a semester of student teaching as our candidates have already completed that in a different program. It is for that reason that the developmental level of the license that our candidates are working on is at the same level as their current license. Therefore, and elementary teacher will be licensed to teach special education at the elementary level, a middle school teacher will be licensed to teach special education at the middle school level and so on.

Most of our candidates are already teaching special education on an emergency license or are trying to change fields as they teach in a different area. In the rare even that one of our candidates is not currently teaching—perhaps wanting to return after being home with children for example, we work with them to locate schools where they can complete practicum activities. In such cases, we evaluate the school demographics to be sure that they are representative of the surrounding area in terms of diversity, free and reduced lunch, and percentage of students with special needs.

Although many of our courses ask students to complete activities with students, only one, SPED 622, Strategies in Reading and Language Arts actually has a practicum built into it. In this course, students are asked to spend approximately 20 hours teaching lessons that have been reviewed by the course instructor and being evaluated on those lessons by university personnel or (in the case of long distances) school administrators.

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)

Admission to the initial special education licensure program and a Master’s Degree at Indiana State University requires a baccalaureate degree granted by a regionally accredited institution and an undergraduate GPA of 2.7 or a cumulative GPA of 3.0 for the last 30 hours of undergraduate course work. No Graduate Record Exam is required. Those candidates that are only interested in licensure can apply as “Non Degree Seeking” but we discourage that whenever possible.

Candidates must maintain a 3.0 GPA once in the program to avoid academic probation.

Candidates who receive a C or lower in course may repeat the course, but both grades will be included in the candidate’s GPA and both will remain on the candidate’s transcript.

4. 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.)

See Attachments panel below.

5. 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.

6. 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, alternative 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.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>8</td>
<td>16</td>
</tr>
<tr>
<td>2008-09</td>
<td>24</td>
<td>18</td>
</tr>
<tr>
<td>2007-2008</td>
<td>37</td>
<td>12</td>
</tr>
</tbody>
</table>

(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.
### 7. Faculty Information

Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>James Jacobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, George Peabody College</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Instructor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Serve the Legal Division of the State Department of Education, State of Indiana as an Administrative Law Judge/Independent Hearing Officer</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>Cumberland House Elementary School, Nashville Tennessee -3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Rebecca Hinshaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, Indiana University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Instructor, Advisor, Field Supervisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>12 years teaching experience in P-8, general education and special education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Robin Burden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph.D., Special Education, University of South Carolina</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty, academic advisor, program chair, field supervisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Associate professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship, Leadership in Professional Associations, and Service</td>
<td>Created online content for Special Education Textbooks for Pearson Publishing; Creating an online study guide for the 6th Edition of &quot;Including Students with Special Needs&quot; by Marilyn Friend and William Bursuck, Pearson (in press).</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>17 years, elementary and special education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Maurice Miller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Ph. D., Special Education-Learning Disabilities, Souther Illinois University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty, academic advisor</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools</td>
<td>4 years, Junior High English Teacher, K-8 Learning Disabilities resource teacher</td>
</tr>
</tbody>
</table>

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(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the
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.

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (12)</th>
<th>Type or Form of Assessment (13)</th>
<th>When the Assessment Is Administered (14)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Praxis II</td>
<td>Norm-Referenced Test</td>
<td>End of Program</td>
</tr>
<tr>
<td>Assessment #2: Assessment of content knowledge in special education (required)</td>
<td>Content Area Examination</td>
<td>Comprehensive Exam</td>
<td>SPED 607</td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan instruction (required)</td>
<td>Lesson Plans</td>
<td>Portfolio</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Assessment #4: Assessment of student teaching (required)</td>
<td>Practicum Evaluation/Observation</td>
<td>Practicum Evaluation</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Assessment #5: Assessment of candidate effect on student learning (required)</td>
<td>Teacher Work Sample—Elementary/Secondary</td>
<td>Project</td>
<td>SPED 623</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses CEC standards (required)</td>
<td>IEP Simulation</td>
<td>Project</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses CEC standards (optional)</td>
<td>Technology Assessment</td>
<td>Case Study</td>
<td>SPED 624</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses CEC standards (optional)</td>
<td>Curriculum-Based Assessment</td>
<td>Project</td>
<td>SPED 608</td>
</tr>
</tbody>
</table>

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.
1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

2. CONTENT STANDARDS

<table>
<thead>
<tr>
<th>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.</th>
<th>#1</th>
<th>#2</th>
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<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<th>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.</th>
<th>#1</th>
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<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<th>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.</th>
<th>#1</th>
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<th>#6</th>
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<tbody>
<tr>
<td>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.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
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<tr>
<th>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.</th>
<th>#1</th>
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<th>#3</th>
<th>#4</th>
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<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
<td>✓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>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</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
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</tr>
</tbody>
</table>
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.

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

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

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

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

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

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide
SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

• Content knowledge (Assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
• Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording;
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;
   and

(2) Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.
1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1--Graduate

See Attachments panel below.

2. Assessment of content knowledge in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (13). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2--Graduate

See Attachments panel below.

(13) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan). CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV

Assessment 3--Graduate

See Attachments panel below.

4. Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4--Graduate

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5--Graduate

See Attachments panel below.
6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 6--Graduate</th>
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<tr>
<td>See Attachments panel below.</td>
</tr>
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</table>

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
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<tbody>
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8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

<table>
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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)

Indiana State University, Section V: Improving Candidate Performance Through the Use of Assessment Result Analysis

Summary of Principal Findings

Special education faculty at Indiana State University meet regularly (at least once a semester) to review the program. This process may include curriculum mapping, meeting with Special Education Directors from around the state of Indiana, or reviewing student surveys regarding the current program. Data from assessments are evaluated annually. This ongoing process enables us to make changes and adaptations to the special education program as needed. Details will be addressed according to the three topics recommended.

Content Knowledge

Due to a recent (within the last calendar year) change from using National Board for Professional Teaching Standards to CEC Standards, assessment data being submitted for review are meager. It would appear that the special education faculty at Indiana State University haven’t been doing anything for the past few years. Nothing could be further from the truth. We have made the adjustment of going from five “Core Standards” with limited descriptors to ten standards with multiple descriptors. The truth is that we are the better for it. Our courses are becoming more focused, our assessments are more clear, and our understanding of candidate strengths and weaknesses [will be] stronger.

The data that we do have indicate that our program is strong. Most if not all of our candidates easily pass the Praxis II, both Core Content Knowledge and Mild & Moderate Disabilities. Our best guess is that on the two out of six administrations of the tests that did not have a 100% pass rate, those who were not successful were undergraduate candidates, not graduate candidates.

A major improvement in monitoring content knowledge will result from the comprehensive examination developed for Assessment 2. Prior to this examination, if a candidate came to us with proof of having taking an introductory special education course as an undergraduate, they were exempted from taking SPED 607, Diversity and Disability in the Classroom. The problem is that not all candidates, had a firm understanding of exceptionalities, regardless of the grade attained in the previous course. Therefore, we made the decision to require candidates to pass our test before exempting them from taking SPED 607. We can also document our decision. It’s clear that we need to add to the pool of questions contained in the exam in order to prevent candidates from sharing it, but this is a huge step for us.

In other courses, having more detailed standards has required us to reflect upon our practice to be sure that we are doing everything in our
power to ensure that our candidates are successful. Our assignments, whether used as an assessment for the SPA report or not, are much more focused.

Professional and Pedagogical Knowledge, Skill, and Dispositions
In putting together this report, it became very clear to us that although we put together and implementing good strategies and plans for our candidates, we do not have much data to report. In some areas, we are asking candidates to complete activities that they have not been asked to do before. An example is the submission of lesson plans. As our candidates already have teaching licenses in other areas, this is not something that they were asked to do. Of course if they were completing a project using Universal Design for Learning (UDL) lesson plans were submitted to demonstrate that they were differentiating and ensuring that plans were in place for all students to be successful. But we didn’t actually require lesson plans. Many candidates, who have been teaching for a period of time, are not happy with writing some of the stilted lesson plans that we remember from our college days, but we believe that it helps them to look at the pieces more carefully and be more precise
Another example is the introduction of a formal practicum experience for our candidates. One could argue each weekday is a practicum for them. But, as humans often tend to do, they may have become “sloppy” in their practice. Having a formalized activity not only helps them to be aware of their daily activities, it reassures the faculty that candidates who earn licensure at Indiana State University are competent in what they do.
The same is true for the Teacher Work Sample. Practicing teachers complete those activities every day. But with this activity we know that they are completing it mindfully and with reflection.

Student Learning
It can be difficult to assess student learning when field hours are difficult to calculate. In the case of our program, most of our candidates are already teaching. What we can say is that as the candidates progress through our classes, they are honing their skills and becoming better able to work with students who have special needs. We know this because of feedback that we receive from students when they fill out the dreaded faculty evaluations at the end of each semester, but even more so, we know because our candidates often keep in touch with us after receiving their special education license. In many instances they plan to only work on licensure, but come back to finish the degree. We believe that we are doing many things well at Indiana State University. Our hope is that once the data are collected, we’ll be better able to demonstrate it.

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.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
Program Report for the Preparation of Advanced Special Education Professionals
Council for Exceptional Children (CEC) Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Note: CEC Standards for the advanced preparation of special educators should only be used for programs designed to prepare special educators for advanced roles in the profession (i.e. Special Education Administrators, Educational Diagnosticians, Transition Specialists, and Technology Specialists). Programs designed to prepare certified teachers for an initial license in special education must write to the CEC standards for initial preparation. Programs that are designed for the advanced preparation of special educators (e.g. a professional license in the field), but do not prepare candidates for a new professional role in special education, are not required to write to the CEC standards at either level.

COVER SHEET

1. Institution Name
   Indiana State University

2. State
   Indiana

3. Date submitted
   MM  DD  YYYY
   09 / 16 / 2013

4. Report Preparer's Information:
   Name of Preparer: Robin Burden
   Phone: (812) 237-8728
   Ext. 
   E-mail: Robin.Burden@indstate.edu

5. NCATE Coordinator's Information:
   Name: Denise Collins
   Phone: (812) 237-2918
   Ext. 
   E-mail: Denise.Collins@indstate.edu

6. Name of institution's program
   Advanced Graduate Program--Special Education

7. NCATE Category
   Special Education-General Curriculum

8. Grade levels(1) for which candidates are being prepared
   P-12
   (1) e.g. Birth - K, K-6, K-12, 7 - 12

9. Program Type
   Advanced Teaching
First teaching license
Other School Personnel
Unspecified

10. Degree or award level
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared
Mild Interventions

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 standards. (Response limited to 4,000 characters)

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

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)

4. 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.)

5. 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
6. 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.

<table>
<thead>
<tr>
<th>Program:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Year</td>
<td># of Candidates Enrolled in the Program</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(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.

7. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University(3)</th>
<th>Assignment: Indicate the role of the faculty member(4)</th>
<th>Faculty Rank(5)</th>
<th>Tenure Track</th>
<th>Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8)</th>
<th>Teaching or other professional experience in P-12 schools(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>YES</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment (10)</th>
<th>Type or Form of Assessment (11)</th>
<th>When the Assessment Is Administered (12)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #2: Assessment of content knowledge in special education (required)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #3:</td>
<td>Assessment of candidate ability to plan. (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #4:</td>
<td>Assessment of clinical experience (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #5:</td>
<td>Assessment of candidate ability to provide a supportive learning environment (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #6:</td>
<td>Additional assessment that addresses CEC standards (required)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #7:</td>
<td>Additional assessment that addresses CEC standards (optional)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Assessment #8:</td>
<td>Additional assessment that addresses CEC standards (optional)</td>
<td></td>
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</tbody>
</table>

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(12) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

**SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS**

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

1. **CONTENT STANDARDS**

1. **Leadership & Policy.** Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission. They advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs. They provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues.

2. **Program Development & Organization.** Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the schoolwide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards.

3. **Research & Inquiry.** Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes...
SECTION IV - EVIDENCE FOR MEETING STANDARDS

4. Student and Program Evaluation. Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence-based practices in assessment. Effective special educators in advanced roles design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals.

5. Professional Development and Ethical Practice. Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues. Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice. Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves.

6. Collaboration. Once again, special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

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

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title,
and/or standard wording;
and

(2) Assessment Documentation

e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and

g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 1

See Attachment panel below.

2. Assessment of content knowledge in special education. Examples of assessments include (but are not limited to) 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\(^{15}\). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 2

See Attachment panel below.

\(^{15}\) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. Assessment that demonstrates candidates can effectively plan as appropriate for the standards.

Provide assessment information as outlined in the directions for Section IV

Assessment 3

See Attachment panel below.

4. Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. The assessment instrument used in the internship or other clinical experiences should be submitted (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 4

See Attachment panel below.

5. Assessment that demonstrates candidate effect on student learning or candidates' ability to provide a supportive learning environment. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Assessment 5

See Attachment panel below.
6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

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See Attachment panel below.

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

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Provide assessment information as outlined in the directions for Section IV

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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)

The special education faculty at Indiana State University has made many improvements to both the program and the methods by which we report the data to our SPA. According to the feedback that we received after submitting the SPA report on September 15, 2011, the majority of our issues had to do with insufficient data. This comment was expected as we had been using both The Interstate Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards (NBPTS) standards rather than CEC standards. Thus, we had very little meaningful data to report. We will address each standard in turn and discuss the changes that we have made.

Advanced Standard 1—Met with Conditions

We identified four assessments as meeting Advanced CEC Standard 1: Leadership and Policy. They were: Assessment #1, #2, #6, and #7. Assessment #1 (Praxis II) was not accepted as the candidates took that test prior to admission into our program. Assessment #2 had not yet been administered so we had no data for it either. As we discussed these two Assessments, we felt that it made more sense for us to develop a set of essay questions from which we could pull for both Assessments. The questions would mimic those used at graduate levels for candidates at a midpoint in their program to determine whether or not they should continue. The questions would cover content for Standards 1, 2, and 3. Our candidates would take Assessment #1 upon entry into the program and Assessment #2 near the end of the program. No candidate would respond to the same question in both Assessments. Both Assessments (#1 and #2) have been reworked and are attached to this submission. Unfortunately, just prior to the 2011 SPA submission, the Indiana legislature removed all monetary reward for teachers who wanted to improve their practice by taking classes and earning a Master’s Degree. Therefore, we have had no new candidates enter our advanced program since that time. This means that once again, we have no data to report. Assessments #6 and #7 were also revamped and are provided with this submission. However, available data is also limited for both of those Assessments.

Advanced Standard 2: Met with Conditions

Our program identified three assessments (#3, #4, and #5). For all three assessments, the reviewers had concerns about the rubrics and the linkage between those rubrics to the standards. Those changes have been made and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.
Advanced Standard 3: Met with Conditions

Our program identified four assessments (#3, #4, #5, and #7) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 4: Met with Conditions

Our program identified four assessments (#3, #4, #5, and #6) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 5: Met with Conditions

Our program identified seven assessments (#1, #2, #3, #4, #6, #7 and #8) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 6: Met with Conditions

Our program identified four assessments (#1, #2, #3, and #6) as providing evidence for our candidates meeting this standard. We feel that we have further strengthened our ability to demonstrate that our candidates meet this advanced standard by adding an assessment to SPED 626, Collaboration. However, this assessment has only been administered one time. It will most likely be used as an assessment in a future report to the SPA. Once again, at this point, the low number of candidates limits the number of data points that we are able to provide for those assessments.

In conclusion, this narrative has to be one of the saddest ones I, personally, have ever written. As a program, our faculty has been working in improving and strengthening the assessments that were submitted in September, 2011. As I began gathering the data for this report, it was devastating. With the legislative changes, we have had no new candidates enter the advanced program since the last SPA report was written. For any one admission of any assessment instrument, there has not been an N greater than one. Further, for each assessment, the maximum number of candidates for which we have data is two, and this is over a three-year period. Indiana State University has ten courses in the advanced program. Five of those courses have not had any advanced candidates over the past three years. At this point, we are fully aware that we are unable to present evidence that our candidates meet the Advanced Special Education Standards and do not feel that we will be able to do so in the foreseeable future. Thus, our recommendation is that this program be banked until such time as we are reasonably able to recruit candidates into it.

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.)

The special education faculty at Indiana State University has made many improvements to both the program and the methods by which we report the data to our SPA. According to the feedback that we received after submitting the SPA report on September 15, 2011, the majority of our issues had to do with insufficient data. This comment was expected as we had been using both The Interstate Teacher Assessment and Support Consortium (INTASC) and National Board for Professional Teaching Standards) NBPTS standards rather than CEC standards. Thus, we had very little meaningful data to report. We will address each standard in turn and discuss the changes that we have made.

Advanced Standard 1—Met with Conditions

We identified four assessments as meeting Advanced CEC Standard 1: Leadership and Policy. They were: Assessment #1, #2, #6, and #7. Assessment 1 (Praxis II) was not accepted as the candidates took that test prior to admission into our program. Assessment 2 had not yet been administered so we had no data for it either. As we discussed these two Assessments, we felt that it made more sense for us to develop a set of essay questions from which we could pull for both Assessments. The questions would mimic those used at graduate levels for
candidates at a midpoint in their program to determine whether or not they should continue. The questions would cover content for Standards 1, 2, and 3. Our candidates would take Assessment 1 upon entry into the program and Assessment 2 near the end of the program. No candidate would respond to the same question in both Assessments. Both Assessments (#1 and #2) have been reworked and are attached to this submission. Unfortunately, just prior to the 2011 SPA submission, the Indiana legislature removed all monetary reward for teachers who wanted to improve their practice by taking classes and earning a Master’s Degree. Therefore, we have had no new candidates enter our advanced program since that time. This means that once again, we have no data to report. Assessments #6 and #7 were also revamped and are provided with this submission. However, available data is also limited for both of those Assessments.

Advanced Standard 2: Met with Conditions

Our program identified three assessments (#3, #4, and #5). For all three assessments, the reviewers had concerns about the rubrics and the linkage between those rubrics to the standards. Those changes have been made and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 3: Met with Conditions

Our program identified four assessments (#3, #4, #5, and #7) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 4: Met with Conditions

Our program identified four assessments (#3, #4, #5, and #6) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 5: Met with Conditions

Our program identified seven assessments (#1, #2, #3, #4, #6, #7 and #8) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. However, the low number of candidates limits the number of data points that we are able to provide for those assessments.

Advanced Standard 6: Met with Conditions

Our program identified four assessments (#1, #2, #3, and #6) as providing evidence for our candidates meeting this standard. All of these assessments have been revamped and we feel that the assessments are much stronger. We feel that we have further strengthened our ability to demonstrate that our candidates meet this advanced standard by adding an assessment to SPED 626, Collaboration. However, this assessment has only been administered one time. It will most likely be used as an assessment in a future report to the SPA. Once again, at this point, the low number of candidates limits the number of data points that we are able to provide for those assessments.

In conclusion, this narrative has to be one of the saddest ones I, personally, have ever written. As a program, our faculty has been working in improving and strengthening the assessments that were submitted in September, 2011. As I began gathering the data for this report, it was devastating. With the legislative changes, we have had no new candidates enter the advanced program since the last SPA report was written. For any one admission of any assessment instrument, there has not been an N greater than one. Further, for each assessment, the maximum number of candidates for which we have data is two, and this is over a three-year period. Indiana State University has ten courses in the advanced program. Five of those courses have not had any advanced candidates over the past three years. At this point, we are fully aware that we are unable to present evidence that our candidates meet the Advanced Special Education Standards and do not feel that we will be able to do so in the foreseeable future. Thus, our recommendation is that this program be banked until such time as we are reasonably able to recruit candidates into it.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
Program Report for the Preparation of Advanced Special Education Professionals  
Council for Exceptional Children (CEC)  
Option A

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

Note: CEC Standards for the advanced preparation of special educators should only be used for programs designed to prepare special educators for advanced roles in the profession (i.e., Special Education Administrators, Educational Diagnosticians, Transition Specialists, and Technology Specialists). Programs designed to prepare certified teachers for an initial license in special education must write to the CEC standards for initial preparation. Programs that are designed for the advanced preparation of special educators (e.g., a professional license in the field), but do not prepare candidates for a new professional role in special education, are not required to write to the CEC standards at either level.

<table>
<thead>
<tr>
<th>COVER SHEET</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Institution Name</td>
</tr>
<tr>
<td>Indiana State University</td>
</tr>
<tr>
<td>2. State</td>
</tr>
<tr>
<td>Indiana</td>
</tr>
<tr>
<td>3. Date submitted</td>
</tr>
<tr>
<td>MM  DD  YYYY</td>
</tr>
<tr>
<td>09  /  15  /  2011</td>
</tr>
<tr>
<td>4. Report Preparer's Information:</td>
</tr>
<tr>
<td>Name of Preparer:</td>
</tr>
<tr>
<td>Robin Burden, Ph.D</td>
</tr>
<tr>
<td>Phone: Ext.</td>
</tr>
<tr>
<td>(812) 237-8728</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:Robin.Burden@indstate.edu">Robin.Burden@indstate.edu</a></td>
</tr>
<tr>
<td>5. NCATE Coordinator's Information:</td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Denise Collins</td>
</tr>
<tr>
<td>Phone: Ext.</td>
</tr>
<tr>
<td>(812) 237-2918</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:denise.collins@indstate.edu">denise.collins@indstate.edu</a></td>
</tr>
<tr>
<td>6. Name of institution's program</td>
</tr>
<tr>
<td>Advanced Graduate Program--Special Education</td>
</tr>
<tr>
<td>7. NCATE Category</td>
</tr>
<tr>
<td>Special Education-General Curriculum</td>
</tr>
<tr>
<td>8. Grade levels(1) for which candidates are being prepared</td>
</tr>
<tr>
<td>P-12</td>
</tr>
<tr>
<td>(1) e.g. Birth - K, K-6, K-12, 7 - 12</td>
</tr>
<tr>
<td>9. Program Type</td>
</tr>
<tr>
<td>Advanced Teaching</td>
</tr>
</tbody>
</table>
○ First teaching license
○ Other School Personnel
○ Unspecified

10. **Degree or award level**
○ Baccalaureate
○ Post Baccalaureate
○ Master's
○ Post Master's
○ Specialist or C.A.S.
○ Doctorate
○ Endorsement only

11. **Is this program offered at more than one site?**
○ Yes
○ No

12. **If your answer is "yes" to above question, list the sites at which the program is offered**

13. **Title of the state license for which candidates are prepared**
None—Candidates are already licensed in "Mild Disabilities"

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 III. Does your state require such a test?
○ Yes
○ No

**SECTION 1 - CONTEXT**

1. **Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)**

The special education program at Indiana State University is contained within the Department of Elementary, Early, and Special Education in the Bayh College of Education at Indiana State University. The [Advanced] Special Education MS program at Indiana State University was developed for those candidates who have already obtained licensure in special education and wanted to deepen their understanding of their understanding of special education and the needs of students requiring mild interventions while obtaining a master’s degree. In addition to a minimum of 24 credit hours in special education courses, candidates also spend 12 hours taking research and professional courses. Paperwork has been submitted to change this requirement from 12 hours to 9 hours to bring this requirement in line with other masters programs Indiana State University.

Successful completion of this program does not lead to advanced licensure or specialization in special education. Thus, our candidates are responsible for the Advanced Common Core standards only. We do not require a semester of student teaching as our candidates have already completed a semester of student teaching as a requirement for obtaining their initial licensure in special education.

Most of our candidates are already teaching students with special education needs. In the rare even that one of our candidates is not currently teaching, we work with them to locate schools where they can complete practicum activities. In such cases, we evaluate the school demographics to be sure that they are representative of the surrounding area in terms of diversity, free and reduced lunch, and percentage of students with special needs.
The Masters of Science in Special Education at Indiana State University is new as of Fall 2006. In the early 2000s, Indiana made the change from categorical licenses to Mild Interventions and Intense Interventions. The only other licenses in special education offered in Indiana are for Visual Impairment and Hearing Impairment. Therefore, the special education program was charged with creating a new program designed to meet the needs of those who want a master’s degree in special education and/or teachers who want to add a Mild Interventions License to their existing license. The new program went through the university process for new programs and was initiated in Fall of 2006. At this time, graduate programs at Indiana State University used standards from the NBPTS rather than standards from CEC. The program is designed in such a way that candidates can complete the degree and in one academic year and two summers if no semesters are skipped. We currently offer 1 course in the fall semester, 2 courses in the spring semester, 3 courses in Summer I, and 4 courses in Summer II. Each course in this program is offered 1 time each year. This schedule was initiated as the program has only 4 full time faculty members and we teach both graduate and undergraduate courses; teaching 12 hours per semester during the academic year.

Because courses are offered only once annually, our program does allow students to enter the program at any time during the year rather than in a designated cohort. Therefore, determining the accurate enrollment for a specific academic year is difficult, if not impossible. Thus, we have made the decision to consistently use the number of candidates enrolled in the fall course, SPED 622, as the reporting number for enrollment.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

Although many of our courses ask candidates to complete activities with students, only one, SPED 690, Directed Study in Special Education actually has a practicum built into it. In this course, students are asked to spend approximately 20 hours working with one student, assessing needs devising and implementing intervention activities and charting the results. During this practicum, Candidates follow the “Universal Design for Learning” protocol. The candidates submit a video and reflect on the experience. This activity is included in this report as “Assessment 4.”

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)

Admission to the Master of Science Degree in Special Education at ISU requires a baccalaureate degree granted by a regionally accredited institution and an undergraduate GPA of 2.7 or a cumulative GPA of 3.0 for the last 30 hours of undergraduate course work. No Graduate Record Exam is required. Candidates may be admitted conditionally if they did not have pre-requisite courses in their undergraduate program. They may then take the courses when they come around in the annual rotation. Paperwork has recently been submitted to the College and University to make these courses a regular part of the content for this program.

For admission to this program, candidates must have successfully passed both the Core Content Knowledge and Mild to Moderate Disabilities Praxis II tests to be considered for admission. The Praxis II, therefore, is considered to be a pre-admission examination rather than an evaluation of our program in advanced special education standards.

Retention has not been an issue as all condidates who enter the program have completed it. In order for this program and the two other graduate programs that are conducted by the special education faculty at Indiana State University to grow, we need to add faculty members.

4. 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.)

See Attachments panel below.

5. 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.

6. 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.

<p>| Program: MS Special Education [Advanced] |</p>
<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(2)</th>
</tr>
</thead>
</table>
| Note, Program Completers may have entered the program during a previous academic year.
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.

7. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>James Jacobs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University (3)</td>
<td>Ph.D., Special Education, George Peabody College</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member (4)</td>
<td>Instructor, Advisor</td>
</tr>
<tr>
<td>Faculty Rank (5)</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship (6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years (8)</td>
<td>Serve the Legal Division of the State Department of Education, State of Indiana as an Administrative Law Judge/Independent Hearing Officer</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (9)</td>
<td>Cumberland House Elementary School, Nashville Tennessee -3 years</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Rebecca Hinshaw</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University (3)</td>
<td>Ph.D., Special Education, Indiana University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member (4)</td>
<td>Instructor, Advisor, Field Supervisor</td>
</tr>
<tr>
<td>Faculty Rank (5)</td>
<td>Assistant Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (9)</td>
<td>12 years teaching experience in P-8, general education and special education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Robin Burden</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University (3)</td>
<td>Ph.D., Special Education, University of South Carolina</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member (4)</td>
<td>Instructor, Advisor, Field Supervisor, Program Coordinator</td>
</tr>
<tr>
<td>Faculty Rank (5)</td>
<td>Associate Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools (9)</td>
<td>17 years in Elementary, both general and special education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Maurice Miller</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University (3)</td>
<td>Ph.D.</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member (4)</td>
<td>Faculty, Academic Advisor</td>
</tr>
<tr>
<td>Faculty Rank (5)</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
</tbody>
</table>
Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8)

<table>
<thead>
<tr>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Praxis II</td>
<td>State License Exam</td>
<td>Prior to Program Entry</td>
</tr>
<tr>
<td>Comprehensive Examination</td>
<td>Examination</td>
<td>End of Program</td>
</tr>
<tr>
<td>Differentiation Report</td>
<td>Case Study</td>
<td>SPED 623</td>
</tr>
<tr>
<td>UDL--Action Research</td>
<td>Project/Case Study</td>
<td>SPED 690</td>
</tr>
<tr>
<td>Technology Assessment</td>
<td>Case Study</td>
<td>SPED 624</td>
</tr>
<tr>
<td>IEP Project</td>
<td>Case Study</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Law Project</td>
<td>Project</td>
<td>SPED 698D</td>
</tr>
<tr>
<td>CBM Project</td>
<td>Project</td>
<td>SPED 608</td>
</tr>
</tbody>
</table>

(3) e.g., PhD in Curriculum & Instruction, University of Nebraska.
(4) e.g., faculty, clinical supervisor, department chair, administrator
(5) e.g., professor, associate professor, assistant professor, adjunct professor, instructor
(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.
(7) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.
(8) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.
(9) Briefly describe the nature of recent experience in P-12 schools (e.g., clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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)

<table>
<thead>
<tr>
<th>Type and Number of Assessment</th>
<th>Name of Assessment</th>
<th>Type or Form of Assessment</th>
<th>When the Assessment Is Administered</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment #1: Licensure assessment, or other content-based assessment (required)</td>
<td>Praxis II</td>
<td>State License Exam</td>
<td>Prior to Program Entry</td>
</tr>
<tr>
<td>Assessment #2: Assessment of content knowledge in special education (required)</td>
<td>Comprehensive Examination</td>
<td>Examination</td>
<td>End of Program</td>
</tr>
<tr>
<td>Assessment #3: Assessment of candidate ability to plan. (required)</td>
<td>Differentiation Report</td>
<td>Case Study</td>
<td>SPED 623</td>
</tr>
<tr>
<td>Assessment #4: Assessment of clinical experience (required)</td>
<td>UDL--Action Research</td>
<td>Project/Case Study</td>
<td>SPED 690</td>
</tr>
<tr>
<td>Assessment #5: Assessment of candidate ability to provide a supportive learning environment (required)</td>
<td>Technology Assessment</td>
<td>Case Study</td>
<td>SPED 624</td>
</tr>
<tr>
<td>Assessment #6: Additional assessment that addresses CEC standards (required)</td>
<td>IEP Project</td>
<td>Case Study</td>
<td>SPED 622</td>
</tr>
<tr>
<td>Assessment #7: Additional assessment that addresses CEC standards (optional)</td>
<td>Law Project</td>
<td>Project</td>
<td>SPED 698D</td>
</tr>
<tr>
<td>Assessment #8: Additional assessment that addresses CEC standards (optional)</td>
<td>CBM Project</td>
<td>Project</td>
<td>SPED 608</td>
</tr>
</tbody>
</table>

(10) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(11) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
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. CONTENT STANDARDS

| 1. Leadership & Policy | Special educators in advanced roles use their deep understanding of the history of special education, current legal and ethical standards, and emerging issues to provide leadership. Special educators in advanced roles promote high professional self-expectations and help others understand the needs of individuals with exceptional learning needs within the context of an organization’s mission. They advocate laws based on solid evidence-based knowledge to support high quality education for individuals with exceptional learning needs. They also advocate for appropriate resources to ensure that all personnel involved have effective preparation. Special educators in advanced roles use their knowledge of organizational theory and the needs of different groups in a pluralistic society to formulate organizational goals promoting evidence-based practices and challenging expectations for individuals with exceptional learning needs. They provide leadership to create procedures that respect all individuals and permit professionals to practice ethically. They create positive and productive work environments and celebrate accomplishments with colleagues. |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| 2. Program Development & Organization | Special educators in advanced roles apply their knowledge of cognitive science, learning theory, and instructional technologies to improve instructional programs at the schoolwide and system-wide levels. They provide for a continuum of services to ensure the appropriate instructional supports for individuals with exceptional learning needs. They design and deliver ongoing results-oriented professional development designed to support the use of evidenced-based practices at all relevant organizational levels. They develop procedures for continuous improvement management systems. They use their understanding of the effects of cultural, social, and economic diversity and variations of individual development to inform their development of programs and services for individuals with exceptional learning needs. They use their deep understanding of how to coordinate educational standards to the needs of individuals with exceptional learning needs to help all individuals with exceptional learning needs to access challenging curriculum standards. |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| 3. Research & Inquiry | Research and inquiry inform the decisions of special educators in advanced roles in guiding professional practice. Special educators in advanced roles know models, theories, philosophies, and research methods that form the basis for evidence-based practices in special education. This knowledge includes information sources, data collection, and data analysis strategies. Special educators in advanced roles evaluate the appropriateness of research methodologies in relation to practices presented in the literature. They use educational research to improve instructional techniques, intervention strategies, and curricular materials. They foster an environment supportive of continuous instructional improvement, and engage in the design and implementation of action research. Special educators in advanced roles are able to use the literature to resolve issues of professional practice, and help others to understand various evidence-based practices. |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| 4. Student and Program Evaluation | Evaluation is critical to the advanced roles of special educators. Underlying evaluation is the knowledge of systems and theories of educational assessment and evaluation, along with skills in the implementation of evidence based practices in assessment. Effective special educators in advanced roles lead design and implement research activities to evaluate the effectiveness of instructional practices and to assess progress toward the organizational vision, mission, and goals of their programs. It is critical in evaluation that nonbiased assessment procedures are used in the selection of assessment instruments, methods, and procedures for both programs and individuals. With respect to evaluation of individuals, special educators in advanced roles apply their knowledge and skill to all stages and purposes of evaluation, including initial evaluation procedures if individuals at all stages including prereferral and screening, preplacement for special education eligibility, monitoring and reporting learning progress in the general education curriculum and other individualized IEP goals. |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| 5. Professional Development and Ethical Practice | Special educators in advanced roles are guided by the professional ethics and practice standards. In their advanced roles, special educators have leadership responsibilities for promoting the success of individuals with exceptional learning needs, their families, and colleagues. Special educators in advanced roles continuously broaden and deepen their professional knowledge, and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to learning. They create supportive environments that safeguard the legal rights of students, families, and school personnel through policies and procedures that promote ethical and professional practice. Special educators in advanced roles plan, present, and evaluate professional development based on models that apply adult learning theories and focus on effective practice at all organizational levels. Special educators in advanced roles model their commitment to continuously improving their own professional practice by participating in professional development themselves. |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |

| 6. Collaboration | Once again, special educators in advanced roles have a deep understanding of the centrality and importance of consultation and collaboration to the roles within special education and the use this deep understanding to integrate services for individuals with exceptional learning needs. They also understand the |
| #1 | #2 | #3 | #4 | #5 | #6 | #7 | #8 |
| ☑ | ☑ | ☑ | ☑ | ☑ | ☑ |
significance of the role of collaboration for both internal and external stakeholders, and apply their skill to promote understanding, resolve conflicts, and build consensus among both internal and external stakeholders to provide services to individuals with exceptional learning needs and their families. They possess current knowledge of research on stages and models in both collaboration and consultation and ethical and legal issues related to consultation and collaboration. Moreover, special educators in advanced roles have a deep understanding of the possible interactions of language, diversity, culture and religion with contextual factors and how to use collaboration and consultation to enhance opportunities for individuals with exceptional learning needs.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather that reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

1. A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording;
   c. A brief analysis of the data findings;
   d. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording;

2. Assessment Documentation
   e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
   f. The scoring guide for the assessment; and
   g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 1--Praxis II</th>
</tr>
</thead>
</table>

See Attachments panel below.

2. Assessment of content knowledge in special education. Examples of assessments include (but are not limited to) 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 (15). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 2—Comprehensive Examination</th>
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</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
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</tbody>
</table>

(15) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

3. Assessment that demonstrates candidates can effectively plan as appropriate for the standards.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 3—Differentiation Plan</th>
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<tbody>
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<td>See Attachments panel below.</td>
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</tbody>
</table>

4. Assessment that demonstrates candidates’ knowledge, skills, and dispositions are applied effectively in practice. The assessment instrument used in the internship or other clinical experiences should be submitted (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 4, UDL/Action Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

5. Assessment that demonstrates candidate effect on student learning or candidates’ ability to provide a supportive learning environment. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 5—Technology Project</th>
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<td>See Attachments panel below.</td>
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</table>

6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 6, IEP Project</th>
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<tbody>
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<td>See Attachments panel below.</td>
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</table>

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

<table>
<thead>
<tr>
<th>Assessment 7—Law Project</th>
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</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
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</table>

8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

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

Special education faculty at ISU meet regularly (at least once a semester) to review the program. This process may include curriculum mapping, meeting with Special Education Directors from around the state of Indiana, or reviewing student surveys regarding the current program. Data from assessments are evaluated annually. This ongoing process enables us to make changes and adaptations to the special education program as needed. Details will be addressed according to the three topics recommended.

Content Knowledge

Due to the recent (within the last calendar year) change from using National Board for Professional Teaching Standards to CEC Standards, assessment data being submitted for review are meager. It would appear that the special education faculty at ISU hasn’t been doing anything for the past few years. Nothing could be further from the truth. We have made the adjustment of going from five “Core Standards” with limited descriptors to six standards with multiple descriptors. The truth is that we are the better for it. Our courses are becoming more focused, our assessments are more clear, and our understanding of candidate strengths and weaknesses will be stronger. However, in this program, we are unable to make judgments that we feel are truly valid because of the extremely small number of candidates that enroll in the advanced program.

Professional and Pedagogical Knowledge, Skill, and Dispositions

In putting together this report, it became very clear to us that although we believe that we have put together are implementing good strategies and plans for our candidates, we do not have much data to report. Often times, two or more years pass by between the administrations of some assessments. Even when we are able to examine data on an annual basis, the “N” is so small that our ability to rely upon it to make program changes is limited.

Student Learning

Two assessments, Assessment 4, UDL/Action Research and Assessment 8, CBM Project provide data so that we can evaluate student learning. We see that it’s happening, but once again, the number of candidates limit our ability to assert that our candidates improve student learning. Anecdotal data provided from candidates as they report something that they’ve learned about and tried in their classrooms lead us to believe that our program is making some impact, but we are unable to prove that quantitatively.

The four special education faculty at Indiana State University serve four distinct programs: undergraduate initial licensure, graduate initial licensure, graduate gifted and talented licensure, and advanced standards. Three of our programs have quite large enrollments. The advanced program, although it meets a need, is extremely small. Since its inception in 2006, we have enrolled only thirteen students and two of them enrolled just this semester. We don’t believe that this trend is going to change. The state legislature has just eliminated increased salary for those who have not enrolled in a master’s program by the August of 2011. Thus, it appears that our numbers for this program will not be increasing.

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/ResponseetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)
This is the end of the report. Please click "Next" to proceed.