



Department of Special Education
1212 Buzzard Hall
600 Lincoln Avenue
Charleston IL 61920-3099
Phone: 217-581-5315
Fax: 217-581-7004

To: Dr. Jay Gattrell, Vice President for Academic Affairs Dr. Laretta

Henderson, Dean in College of Education

Re: Special Education Year 2 Undergraduate Assessment Report From: Kathryn

Havercroft, Chair

Date: October 14, 2020

Attached you will find the Council for Exceptional Children (CEC) Specialized Professional Association (SPA) accreditation report for both the Special Education Standard K-12 program and the Special Education Early Childhood Program. Both programs were submitted for review in 2014 and fully recognized in February of 2015. As a department we have maintained the assessment and data analysis throughout this cycle of accreditation, and we will be putting both programs forward in spring of 2022 for continued accreditation through our CEC SPA.

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2001 Standards)

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

COVER PAGE

Name of Institution

Eastern Illinois University, IL

Date of Review

MM DD YYYY

02 / 01 / 2015

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education - Early Childhood

Grade Level⁽¹⁾

Birth - Age 8

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

Program Type

First Teaching License

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

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

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

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

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

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

Comments, if necessary, concerning Test Results:

Candidate data shows evidence that the program has documented a 100 percent pass rate on state content exam.

Summary of Strengths:

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard. Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Met

Met with Conditions

Not Met



Comment:

Candidates' opportunities for field experiences and clinical practice remained the same as in the previous reviewed report; evidence supports that candidates progress through a developmental sequence of field experiences and clinical practice. Field-based experiences and clinical practice are linked to coursework throughout the program. Candidates complete a minimum number of pre-student teaching field experience hours in this EPP with 211 hours of fieldwork prior to student teaching.

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 2 Early Childhood Special Education IEP, Assessment 4 Student Teaching Evaluation and Assessment 6 Early Childhood Special Education Assessment Summary Report provide evidence for this standard.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) indicates a 100% passage rate on state licensure tests which support adequate preparation of candidates. Assessment 2 (Early Childhood Special Education IEP) indicates that 26 of 26 candidates met or exceeded standards for performance on IEPs, demonstrating strong foundations in the legal and procedural aspects of the IEP process. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in the areas of diverse students, diverse strategies, diverse subject areas and levels, diverse societies and communities, and diverse technologies. Notably, in sections "Diverse Students" and "Diverse Strategies" candidates held means ranging from 4.95 to 4.58; with modes consistently 5's across all measures. Assessment 6 (Assessment Summary Report), comprehensive and informed rubrics outline validating the developing expertise of candidates in the area of assessment in ECSE; candidates met standards consistently exceeding standards.

Based on the preponderance of evidence submitted in this report, Standard 1 is met.

Standard 2. Development and Characteristics of Learners. Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 3 Early Childhood Special Education Lesson Plan, Assessment 4 Student Teaching Evaluation and Assessment 6 Early Childhood Special Education Assessment Summary Report provide evidence for this standard. Data indicate that candidates demonstrate understanding and competence in the area of ECSE development and characteristics of learners.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) has a 100 percent passage rate on state licensure tests which support adequate preparation of candidates. Assessment 3 (Early Childhood Lesson Plan) summarizes candidate performance on a well-developed, instructionally sequenced, IEP-derived, lesson plan. Candidate performance met or exceeded the clearly defined

standards, with a high percentage consistently exceeding standards on most measures. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance. Notably, the means are very high (4.95 to 4.58) and the modes are consistently 5's for all measures, indicating areas of mastery. The Assessment Summary Report rubrics used in Assessment 6 are comprehensive and informative, thus validating the developing expertise of candidates in the area of assessment in ECSE. Candidate data again support that their preparation is thorough and comprehensive.

Based on the preponderance of evidence submitted in this report, Standard 2 is met.

3. Individual Learning Differences. Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 2 Early Childhood Special Education IEP, Assessment 4 Student Teaching Evaluation, Assessment 6 Early Childhood Special Education Assessment Summary Report, Assessment 7 Early Childhood Special Education Unit Plan and Assessment 8 Early Childhood Special Education-Early Literacy Lesson Plan provide evidence for this standard.

Assessment 2 (Early Childhood Special Education IEP) indicates that candidates met or exceeded standards for performance on IEPs which are based upon individual differences. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in many areas of diversity. Assessment 6 (Assessment Summary Report) validates the developing expertise of candidates in the area of ECSE assessment. Candidate data again provide evidence that the program provides preparation that is comprehensive. Assessment 7 (Early Childhood Special Education Unit Plan) comprises of a special education unit plan which addresses the diverse learning needs of students while incorporating assistive technology and modifications. Modifying lesson plans to address individual student needs is part of the unit. Assessment 8 (Early Literacy Lesson Plan), candidates demonstrated performance at or above performance outcome levels for this assessment.

Based on the preponderance of evidence submitted in this report, Standard 3 is met.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across environments, settings, and the lifespan.

Met

Met with Conditions

Not Met

Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 3 Early Childhood Special Education Lesson Plan, Assessment 4 Student Teaching Evaluation, Assessment 7 Early Childhood Special Education Unit Plan and Assessment 8 Early Childhood Special Education- Early Literacy Lesson Plan provide evidence for this standard. Candidates continue to demonstrate competence and mastery in the use of diverse, individualized instructional strategies.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) indicates a 100 percent passage rate on state licensure tests which support adequate preparation of candidates. Assessment 3 (Early Childhood Lesson Plan) summarizes candidate performance on a well-developed, instructionally sequenced, IEP-derived, lesson plan. Candidates met or exceed the clearly defined outcomes, with a high rate of percentage while consistently exceeding standards on most outcome measures. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in the areas of diverse students, diverse strategies, diverse subject areas and levels, diverse societies and communities, and diverse technologies. Assessment 7 (Early Childhood Special Education Unit Plan) a special education unit plan which addresses the diverse learning needs of their students and incorporates assistive technology and modifications. Candidates met or exceeded the requirements of the unit, as outlined by the well defined rubric. Assessment 8 (Early Literacy Lesson Plan), candidates demonstrated competence on definitive parameters of performance as outlined on the clearly defined rubric aligned to standards essential elements.

Based on the preponderance of evidence submitted in this report, Standard 4 is met.

5. Learning Environments and Social Interactions. Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 4 Student Teaching Evaluation and Assessment 5 FBA provide evidence for this standard.

Candidates successfully create and maintain positive, productive learning environments for students with ELN. The 100% passage rate on state licensure tests (Assessment 1) indicates mastery of content and knowledge, along with pedagogical skills of candidates. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded rigorous standards of student teaching

performance. Assessment 5 (Functional Behavioral Assessment) Behavioral Assessment and BIPs evaluates candidate performance on essential indicators, with reported evidence that the majority of candidates met or exceeded expectations in all categories.

Based on the preponderance of evidence submitted in this report, Standard 5 is met.

6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 2 Early Childhood Special Education IEP, Assessment 4 Student Teaching Evaluation, Assessment 7 Early Childhood Special Education Unit Plan and Assessment 8 Early Childhood Special Education- Early Literacy Lesson Plan provide evidence for this standard.

Competence in communication skills and the understanding of typical and atypical language development of students with ELN is evidenced by candidate performance through various measures. Assessment 1 (Illinois Early Childhood Special Education Certification Test) indicates a 100 percent passage rate on state licensure tests which support adequate preparation of candidates. Assessment 2 (Early Childhood Special Education IEP) indicates that candidates met or exceeded standards for performance on IEPs. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in the areas of diverse students, diverse strategies, diverse subject areas and levels, diverse societies and communities, and diverse technologies. Assessment 7 (Early Childhood Special Education Unit Plan) is comprised of a special education unit plan which addresses the diverse learning needs of students and incorporates assistive technology and modifications. Candidates met or exceeded the requirements of the unit, as evidenced by well defined and clearly delineated rubrics that are aligned to standards. Assessment 8 (Early Literacy Lesson Plan), candidates demonstrated high levels of competence on definitive parameters of performance measures.

Based on preponderance of evidence submitted in this report Standard 6 is met.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual's learning progress.** Moreover, special

educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 2 Early Childhood Special Education IEP, Assessment 3 (Early Childhood Lesson Plan), Assessment 4 Student Teaching Evaluation, Assessment 7 Early Childhood Special Education Unit Plan and Assessment 8 Early Childhood Special Education- Early Literacy Lesson Plan provide evidence for this standard.

Candidates demonstrate proficiency in instructional planning throughout their program. Assessment 1 (Illinois Early Childhood Special Education Certification Test) indicates a 100% passage rate on state licensure tests which support adequate preparation of candidates. Assessment 2 (Early Childhood Special Education IEP) indicates that almost all candidates met or exceeded standards for performance on IEPs. Assessment 3 (Early Childhood Lesson Plan) summarizes candidate performance on a well developed, instructionally sequenced, IEP-driven, lesson plan. Candidates met or exceeded the clearly defined standards, with a high percentage consistently exceeding standards on most measures. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in the areas of diverse students, diverse strategies, diverse subject areas and levels, diverse societies and communities, and diverse technologies. Assessment 7 (Early Childhood Special Education Unit Plan) is a special education unit plan which addresses the diverse learning needs of students and incorporates assistive technology and modifications. Candidates met or exceeded the requirements of the unit, while demonstrating performance as outlined by a well defined and clearly delineated rubric aligned to Standards. Assessment 8 (Early Literacy Lesson Plan), candidates demonstrated high levels of competence on definitive parameters of performance.

Based on the preponderance of evidence submitted in this report Standard 7 is met.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment** information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the **appropriate use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress**

of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Early Childhood Special Education Certification Test, Assessment 2 Early Childhood Special Education IEP, Assessment 5 FBA and Assessment 6 Early Childhood Special Education Assessment Summary Report, provide evidence for this standard. Candidates have a good grasp of the principles of assessment, assessment instruments, evaluation and report writing.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) indicates a 100 percent passage rate on state licensure tests which supports adequate preparation of candidates for assessment practices. Assessment 2 (Early Childhood Special Education IEP) indicates that candidates met or exceeded standards for performance on IEPs. Assessment 5 (Functional Behavioral Assessment) Behavioral Assessment and BIPs evaluates candidate performance on specific indicators, candidates met or exceeded expectations in all categories. The rubrics used for measuring candidate performance are comprehensive and informative, thus validating the developing expertise of candidates in the area of ECSE assessment. Assessment 6 (Assessment Summary Report) validates the developing expertise of candidates in the area of ECSE assessment. Candidate data again provide evidence that the program provides preparation that is comprehensive.

Based on the preponderance of the evidence submitted in this report Standard 8 is met.

9. Professional and Ethical Practice. Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 1 Illinois Early Childhood Special Education Certification Test, 4 Student Teaching Evaluation and 5 Functional Behavioral Assessment provide evidence for this standard. Preparation in professional and ethical practices is evident in the EPP - ECSE program.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) with its 100 percent passage rate on state licensure tests supports the evidence that candidates are well prepared, knowledgeable and skilled. Candidates met or exceeded standards of student teaching performance indicated in Assessment 4 Student Teaching Evaluation data. Assessment 5 Functional Behavioral Assessment evaluates candidate performance on specific indicators, candidates met or exceeded

expectations in all categories.

Based on the preponderance of the evidence submitted in this report Standard 9 is met.

10. Collaboration. Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessments 1 Illinois Early Childhood Special Education Certification Test, 2 Early Childhood Special Education IEP, 4 Student Teaching Evaluation and 5 Functional Behavioral Assessment provide evidence for this standard. Candidates show strong performance in knowledge and skill regarding collaborative practices.

Assessment 1 (Illinois Early Childhood Special Education Certification Test) with its 100 % passage rate on state licensure tests indicates that candidates are proficient. Assessment 2 (Early Childhood Special Education IEP) indicates candidates met or exceeded standards for performance on IEPs. Assessment 4 (Student Teaching Evaluation) data indicate that candidates met or exceeded standards of student teaching performance in the areas of diverse students, diverse strategies, diverse subject areas and levels, diverse societies and communities, and diverse technologies. Assessment 5 (Functional Behavioral Assessment) evaluates candidate performance on specific indicators, and the vast majority of candidates met or exceeded expectations in all categories.

Based on the preponderance of the evidence submitted in this report Standard 10 is met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Performance data show that candidates demonstrate knowledge of ECSE content as evidenced by 100 percent pass rate state licensure test and various other measures. Assessment data of candidate performance generally indicate solid, successful completion of IEP projects, assessment summary reporting, unit plan, and early literacy lesson plan (Assessments 2, 6, 7, and 8).

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

Candidates performance data on Assessment 3, Lesson Planning and Planning for Assessment, indicate evidence although of candidate skills and knowledge in this area. Data from Assessment 4, Student Teaching Evaluation, indicated that candidates had strong pedagogical skills. Dispositions data indicated that candidates understand the need to be effective professional ECSE teachers. Candidates were reported as being well prepared to deliver sound instruction and create positive, productive classrooms.

Assessment 5 focuses on a Functional Behavioral Assessment and Behavior Intervention Project. In Assessment 7, the Unit Plan, candidates successfully plan a thematic unit to address the needs of five defined ECSE students, although no data are presented on P-12 student learning. Assessment 8, the Early Literacy Lesson Plan, candidates design a lesson plan based upon a case study.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

It is evident that EPP faculty are actively using data to influence program development and enhancement. There is extensive discussion regarding the use of assessment results to improve programs. It is reported that the use of assessment results to improve candidate performance is part of the Department culture. An “Early Childhood Special Education” program assessment system was in place prior to the determination that each program should have no more than eight assessments and that two were to be content assessments, one of which was to be the State test (1 and 2 Assessments); that one assessment should be a planning assessment (3 Assessment); that one of the eight was to be the student teaching evaluation (4 Assessment); one was to measure “Impact on P-12 Student Learning” (5 Assessment); that there should be a sixth assessment; and two were optional (7 and 8). There are three feedback loops: faculty looking at his/her own assessment system generated data, the faculty with the guidance of the Chair looking at assessment system generated data, and the Department Curriculum Committee review of data. The Chair and faculty and DCC reviews occur annually. It is important to note that while program improvements have been made since 2009, refinements made to assessments since the 2009 CEC program “recognition” decision have been only to language within rubrics for Assessments 3, 4, 5, 6, 7 and 8. Refinements reflect using candidate performance language focused on describing what is ECSE candidates demonstrate skills they know (knowledge) and can do (skills).

The program has provided examples of the use of data to inform program change and improvement, and it demonstrates that assessment data are systematically and comprehensively reviewed by faculty and other stakeholders.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None.

PART F - ADDITIONAL COMMENTS

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

None.

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

None.

PART G -DECISIONS

Please select final decision:



National Recognition. The program is recognized through the semester and year of the institution's

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

Please click "Next"

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

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2001 Standards)

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

COVER PAGE

Name of Institution

Eastern Illinois University, IL

Date of Review

MM DD YYYY

02 / 01 / 2015

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Standard Special (LBS I) Option, K-12

Grade Level⁽¹⁾

K-12

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

Program Type

First Teaching License

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

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

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

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

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

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

Comments, if necessary, concerning Test Results:

The program has documented a pass rate of 100 percent on the Illinois Learning Behavior Specialist I Special Education Certification Test. This test is required prior to student teaching.

Summary of Strengths:

The program has presented tables demonstrating the alignment of the Illinois Common Core of Special Education Knowledge, Illinois Standards for Learning Behavior Specialist I, and the Council for Exceptional Children (CEC) Initial Professional Content Standards, and CEC Specialty Sets (IGC and IIC). Additionally, the program has described these alignments for each subarea of the state certification test with subarea scores (minimum, maximum, and averages) for the teacher candidates. The program demonstrated this disaggregation for three cycles (academic years) of the data. Very thorough analysis of the data and test subarea scores were carefully outlined for each indicator on each assessment.

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard. Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Met Met with Conditions Not Met

Comment:

The program indicates that students are required to complete 275 field experience hours prior to a student teaching experience of 16 weeks. The field experiences are documented and represent a sequential and development of increasing expectations and responsibilities in the classroom across the program. Field experiences are required across the range of grade levels and types of abilities that match the candidate's certification. It was noted that candidates were also required to participate in a variety of service delivery models, including "resource." Field experiences are supervised by qualified faculty members and selected cooperating teachers with the same certification areas. Field experiences are also conducted in classrooms that meet the State's definition for LBS I student placements.

Standard 1. Foundations. Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based **principles and theories**, relevant **laws and policies**,

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

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

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 4 Student Teaching Evaluation, Assessment 5 IEP, and Assessment 7 Special Education Assessment Summary Report provide evidence for this standard. Each assessment was reviewed for alignment with Standard I, Foundations. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test, which is well aligned to CEC standards, as a requirement prior to student teaching. Assessment 2 data (Methods Clinical Practice Assessment) are also fully aligned with CEC standards and holistically evaluate candidates' performance in a variety of classroom settings. All candidates passing Assessment 2 (Methods Clinical Practice Assessment) meet or exceed all program standards, using well defined rubrics to guide the evaluations. One student did not pass specific indicators of Assessment 2 (Methods Clinical Practice Assessment) and was required to repeat the Methods Clinical Practice course. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. In Assessment 5 (IEP) candidates document and assess P-12 student learning as they develop, implement and assess their IEPs. The program reported data indicating 92 of 93 candidates were successful in meeting or exceeding the CEC Standards on Assessment 5 (IEP). Assessment 7 (Special Education Assessment Summary Report) indicates that the majority of candidates meet or exceed this standard. Overall, the evidence demonstrates that this standard is met.

Standard 2. Development and Characteristics of Learners. Special educators know and **demonstrate respect** for their students first as unique human beings. Special educators understand the **similarities and differences in human development** and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how **exceptional conditions** can **interact** with the domains of human development and they **use this knowledge to respond to the varying abilities and behaviors of individual's** with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test,

Assessment 2 Methods Clinical Practice Assessment, Assessment 4 Student Teaching Evaluation, Assessment 7 Special Education Assessment Summary Report, and Assessment 8 Curriculum Unit Plan provide evidence for this standard. Each assessment was reviewed for alignment to Standard 2 indicators on Development and Characteristics of Learners. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test, which is well aligned to CEC standards, as a requirement prior to student teaching. Assessment 2 data (Methods Clinical Practice Assessment) are also fully aligned with CEC standards and holistically evaluate candidates' performance in a variety of classroom settings. All candidates passing Assessment 2 (Methods Clinical Practice Assessment) met or exceeded all program standards, and well defined rubrics guide the evaluations. One student did not pass specific indicators of Assessment 2 (Methods Clinical Practice Assessment) and was required to repeat the Methods Clinical Practice course. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. Assessment 7 (Special Education Assessment Summary Report) indicates that the majority of candidates meet or exceed this standard. Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) indicates that all candidates meet or exceed this standard, with a very high percentage of candidates who meet or exceed each area of the assessment. This standard is met.

3. Individual Learning Differences. Special educators understand the **effects that an exceptional condition** can have **on an individual's learning** in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are **active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition** to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions **provides the foundation** upon which **special educators individualize instruction** to provide meaningful and challenging learning for individuals with ELN.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 2 Methods Clinical Practice Assessment, Assessment 3 Literacy-Language/Reading Lesson Plan, Assessment 4 Student Teaching Evaluation, Assessment 7 Special Education Assessment Summary Report, and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Each of these Assessments clearly indicates that teacher candidates are required to meet the CEC Standards as informed by the Specialty Sets for this program. Rubrics for evaluation of the assessments clearly indicate the level of performance of the candidates and have been thoroughly analyzed by the program. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. Assessment 7 (Special Education Assessment Summary Report) indicates that the majority of candidates meet or exceed this standard. Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) indicates that all candidates meet or exceed this standard, with a very high percentage of candidates who meet or exceed each area of the assessment. This standard is met.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based **instructional strategies to individualize instruction** for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote **positive learning results in general and special curricula** and to appropriately modify learning environments for individuals with ELN. They enhance the **learning of critical thinking, problem solving, and performance skills** of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the **development, maintenance, and generalization** of knowledge and skills across

environments, settings, and the lifespan.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 3 Literacy-Language/Reading Lesson Plan, Assessment 4 Student Teaching Evaluation, Assessment 5 IEP and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Each Assessment clearly indicates that teacher candidates are required to focus on the use of evidence-based strategies for individual instruction for students. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. Assessment 3 (Language/Reading Lesson Plan) provides evidence that all candidates are able to meet or exceed requirements to create an effective lesson plan designed for a case study student with language and diversity needs. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. In Assessment 5 (IEP) candidates document and assess P-12 student learning as they develop, implement and assess their IEPs. In Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) data indicate that all candidates meet or exceed the required components. This standard is met.

5. Learning Environments and Social Interactions. Special educators actively **create learning environments** for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and **active engagement** of individuals with ELN. In addition, special educators **foster environments in which diversity is valued** and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape **environments to encourage the independence**, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators **help their general education colleagues integrate individuals** with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use **direct motivational and instructional interventions** with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely **intervene with individuals with ELN in crisis**. Special educators coordinate all these efforts and **provide guidance and direction to paraeducators and others**, such as classroom volunteers and tutors.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 4 Student Teaching Evaluation, Assessment 6 FBA and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) the assessment data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards and well defined rubrics guide the evaluations. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. Assessment 6 (Functional Behavioral

Assessment) verifies that over 95 percent of candidates achieved proficiency on the elements related to this standard. Assessment 8, the Curriculum Unit Plan for Individuals in Individualized Independence Curriculum, indicates that all candidates meet or exceed the required components. This standard is met.

6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English.**

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 3 Literacy-Language/Reading Lesson Plan, Assessment 4 Student Teaching Evaluation, and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. Assessment 3 (Language/Reading Lesson Plan) provides evidence that all candidates are able to meet or exceed requirements to create an effective lesson plan designed for a case study student with language and diversity needs. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. In Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) data indicate that all candidates meet or exceed the required components. This standard is met.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling** and **efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual’s learning progress.** Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

Met

Met with Conditions

Not Met



The program indicates that Assessment 2 Methods Clinical Practice Assessment, Assessment 3 Literacy-Language/Reading Lesson Plan, Assessment 4 Student Teaching Evaluation and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. Assessment 3 (Language/Reading Lesson Plan) provides evidence that all candidates are able to meet or exceed requirements to create an effective lesson plan designed for a case study student with language and diversity needs. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. In Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) data indicate that all candidates meet or exceed the required components. This standard is met.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use **multiple types of assessment** information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the **legal policies and ethical principles of measurement and assessment** related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand **measurement theory and practices** for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the **appropriate use and limitations** of various types of assessments. Special educators collaborate with families and other colleagues to assure **non-biased, meaningful assessments and decision-making**. Special educators conduct **formal and informal assessments** of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to **identify supports and adaptations** required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators **regularly monitor the progress** of individuals with ELN in general and special curricula. Special educators **use appropriate technologies** to support their assessments.

Met



Met with Conditions



Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 6 FBA, Assessment 7 Special Education Assessment Summary Report, and Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum provide evidence for this standard. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. Assessment 6 (Functional Behavioral Assessment) verifies that over 95 percent of candidates achieved proficiency on the elements related to this standard. Assessment 7 (Special Education Assessment Summary Report) indicates that the majority of candidates meet or exceed this standard. In Assessment 8 (Curriculum Unit Plan for Individuals in Individualized Independence Curriculum) data indicate that all candidates meet or exceed the required components. This standard is met.

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to **legal matters** along with serious professional and **ethical considerations**. Special educators engage in **professional activities** and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as **lifelong learners** and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are **sensitive to the many aspects of diversity** of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them **current with evidence-based best practices**. Special educators know their own limits of practice and practice within them.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 4 Student Teaching Evaluation, Assessment 6 FBA and Assessment 7 Special Education Assessment Summary Report provide evidence for this standard. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates' performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. Assessment 6 (Functional Behavioral Assessment) verifies that over 95 percent of candidates achieved proficiency on the elements related to this standard, but that all candidates met the indicators related to professional practice and ethics. Assessment 7 (Special Education Assessment Summary Report) indicates that all candidates meet or exceed this standard. This standard is met.

10. Collaboration. Special educators routinely and effectively **collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways**. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a **resource to their colleagues** in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to **facilitate the successful transitions** of individuals with ELN across settings and services.

Met

Met with Conditions

Not Met



Comment:

The program indicates that Assessment 1 Illinois Learning Behavior Specialist I Certification Test, Assessment 2 Methods Clinical Practice Assessment, Assessment 4 Student Teaching Evaluation and Assessment 6 FBA provide evidence for this standard. Assessment 1 (Illinois Learning Behavior Specialist I Special Education Certification Test) indicates that all candidates successfully pass the state licensure test which is well aligned to CEC standards. On Assessment 2 (Methods Clinical Practice Assessment) data were fully aligned with CEC standards and holistically evaluate candidates'

performance in classroom settings. All candidates meet or exceed all program standards, and well defined rubrics guide the evaluations. In Assessment 4 (Student Teaching Evaluation) nearly all candidates perform well in meeting all 10 CEC standards. Assessment 6 (Functional Behavioral Assessment) verifies that over 95 percent of candidates achieved proficiency on the elements related to this standard. This standard is met.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The program has a 100 percent pass rate on the state licensure test and assesses knowledge in other assessments, including student teaching. There is excellent documentation of different elements of standards in assessments. Across multiple assessments, almost all candidates meet or exceed requirements in all 10 CEC standards. Documentation provided by EIU is most impressive in the breadth, depth, and coverage of candidates' content knowledge.

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

Assessments include practical application of knowledge and skills and are well developed and analyzed. A large number of CEC standards, as informed by the Specialty Sets, are addressed in most assessments, and EIU has provided rich data and evidence of a comprehensive, high quality preparation program.

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

Candidates are required to implement instruction, monitor progress and evaluate student achievement. Assessments 2 Methods Clinical Practice Assessment, 5 IEP, and 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum are particularly informative on the candidates' effects on P-12 student learning. Not only do candidates design, implement, and evaluate their pedagogical practices, but they also assess their impact on their P-12 students, which provides powerful, efficacious feedback of immense critical and self-reflective value.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

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

This program is clearly driven by evidence and data. EIU uses a three-pronged approach to programmatic assessment, utilizing instructor self-assessment, instructor discussion/evaluation with the department chair, and departmental curriculum committee for instructional improvement. Together these processes have lead to programmatic changes, including courses curriculum change, field experience offerings, and refinement of rubrics. EIU has demonstrated an exceptional level of evidence-based decision-making and program refinement over the past several cycles and, as a result, has developed an outstanding program with excellent candidate outcomes.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None.

PART F - ADDITIONAL COMMENTS

This was an outstanding presentation of a well designed program with an embedded method for continuous improvement. Assessments are well designed and comprehensively address CEC standards. Very well documented program.

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

None.

PART G -DECISIONS

Please select final decision:

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

Please click "Next"

T