

Year 4

Student Learning Outcomes (SLOs) for Academic Programs

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
2. Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional wellbeing, positive social interactions, and self-determination.
3. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
4. Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Overview of Measures/Instruments

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching)</p> <p>b. Methods Clinical Practice Assessment</p> <p>c. Student Teaching Evaluation</p> <p>d. Special Education Assessment Report</p>	<p>a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency)</p> <p>b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching</p> <p>c. Completed in Student Teaching semester by Student Teaching Coordinator</p> <p>d. Completed in our second semester of sequenced courses in assessment course, must score '3' or higher to pass assessment</p>
<p>2</p>	<p>C, W, S, Q, R</p>	<p>a. LBSI Certification Exam (prior to Student Teaching)</p> <p>b. Methods Clinical Practice Assessment</p> <p>c. Student Teaching Evaluation</p> <p>d. Special Education Assessment Report</p> <p>e. Curriculum Unit Plan</p>	<p>a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency)</p> <p>b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching</p> <p>c. Completed in Student Teaching semester by Student Teaching Coordinator</p>

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			<ul style="list-style-type: none"> d. Completed in our second semester of sequenced courses in assessment course, must score '3' or higher to pass assessment e. Completed as collaborative project in second semester of sequenced courses, must earn a '3' to pass assessment
<p>3</p>	<p>C, W, S, Q, R</p>	<ul style="list-style-type: none"> a. Methods Clinical Practice Assessment b. Student Teaching Evaluation c. Special Education Assessment Report d. Curriculum Unit Plan e. Literacy Lesson Plan 	<ul style="list-style-type: none"> a. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching b. Completed in Student Teaching semester by Student Teaching c. Completed in our second semester of sequenced courses in assessment course, must score '3' or higher to pass assessment d. Completed as collaborative project in second semester of sequenced courses, must earn a '3' to pass assessment e. Completed individually in Early Literacy course, must earn '3' or better
<p>4</p>	<p>C, W, S, Q, R</p>	<ul style="list-style-type: none"> a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Literacy Lesson Plan e. IEP f. Curriculum Unit Plan 	<ul style="list-style-type: none"> a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed individually in Early Literacy course, must earn '3' or better e. Completed in capstone methods course, must earn '3' or better f. Completed as collaborative project in second semester of sequenced courses, must earn a '3' to pass assessment
<p>5</p>	<p>C, W, S, Q, R</p>	<ul style="list-style-type: none"> a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. FBA/BIP e. Curriculum Unit Plan 	<ul style="list-style-type: none"> a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed in behavior management course as scaffolding activity building on data collection as important component of IEP

SLO(s) <i>Note: Measures might be used for more than 1 SLO</i>	ULG*	Measures/Instruments <i>Please include a clear description of the instrument including when and where it is administered</i>	How is the information Used? <i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i>
			e. Completed as collaborative project in second semester of sequence
6	C, W, S, Q, R	<ul style="list-style-type: none"> a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Literacy Lesson Plan e. Curriculum Unit Plan 	<ul style="list-style-type: none"> a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed individually in Early Literacy course, must earn ‘3’ or better e. Completed as collaborative project in second semester of sequence
7	C, W, Q, R	<ul style="list-style-type: none"> a. LBSI Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. FBA/BIP d. Special Education Assessment Report e. Curriculum Unit Plan 	<ul style="list-style-type: none"> a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching c. Completed in behavior management course as scaffolding activity building on data collection as important component of IEP d. Completed in our second semester of sequenced courses in assessment course, must score ‘3’ or higher to pass assessment e. Completed as collaborative project in second semester of sequenced

**Please reference any University Learning Goal(s) (ULG) that this SLO, if any, may address or assess. C=Critical Thinking, W=Writing & Critical Reading; S=Speaking and Listening; Q=Quantitative reasoning; R=Responsible Citizenship; NA=Not Applicable*

Assessment Data Across 4 years

Assessment Name	N=	Percent Meet/Exceed Standards
LBSI Certification Exam	129	100%
Methods Clinical Practice Assessment	94	98%
Student Teaching Evaluation	97	100%
FBA/BIP	97	97%
Literacy Lesson Plan	102	89%
Curriculum Unit Plan	80	100%
Assessment Report	112	81%
IEP	93	97%

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

Data for each identified assessment is collected and analyzed each semester (Fall/Spring and summer when offered). At the end of each academic year, all faculty review the collection of each assessment analysis across 2-3 semesters. Faculty note changes, trends, strengths, and concerns. The collective review is consolidated and discussed in Department Curriculum Committee (DCC) meetings. Over the past four years, these yielded information that there was overlap in content for several SPE courses and related Professional Education Courses. The DCC committee put forth a program changes that eliminated three professional education courses that were already being addressed in major coursework. This change was approved through all college and university committees and the changes went into effect Fall 2021. Additionally, new CEC professional standards were implemented in 2021 and will be required for the next SPA cycle. In addition, Illinois has mandated the Culturally Responsive Teaching and Leading (CRTL) standards which need to be implemented within the next couple of years. The DCC will be working beginning SP 23 to review all undergraduate SPE courses to realign, redesign and redevelop as needed to meaningfully embed both the CEC and the CRTL standards into our curriculum.

2. Please provide a brief description or bulleted list of any improvements observed/measured in student learning over the past four years. Be sure to mention any intervention made that has not yet resulted in student improvement (if applicable).

Across the past four years, all assessment measures included, and aligned to the CEC professional standards, have maintained a pass rate of 80% or higher; although this is slightly lower than our previous 4 year assessment we believe COVID mitigation factors had an effect on this cycle of data. Due to the changes required due to COVID, including changes in course delivery methods and the availability of practicum, with associated practical application activities, the faculty have chosen not to take any measures or implement any changes based on these data trends.

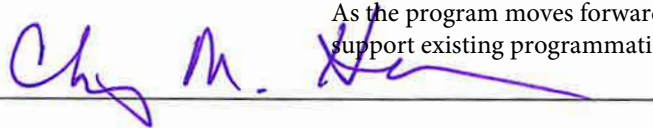
3. Using the form below, please document annual faculty and committee engagement with the assessment process (such as the review of outcomes data, revisions/updates to assessment plan, and reaffirmation of SLOs).

As mentioned above, data for each identified assessment is collected and analyzed each semester (Fall/Spring). At the end of each academic year, all faculty review the collection of each assessment analysis across 2-3 semesters. Faculty note changes, trends, strengths, and concerns. The collective review is consolidated and discussed in Department Curriculum Committee (DCC) meetings, which is a committee of the whole faculty. All curricular decisions, including addition or redesign of program assessments, is discussed and acted on through DCC. All courses include key program assessments that each faculty are responsible for facilitating and assessing.

History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc.)
9/15/21	CEC/CAEP Recognition Team	Early Childhood Special Education Program Nationally Recognized (see attached report)
1/4/22	CEC/CAEP Recognition Team	Special Education Program Nationally Recognized (see attached report)

Dean Review & Feedback

The Department of Special Education LBSI program has a mature assessment system that maintains seamless data collection. Each assessment is aligned to the EI Undergraduate Student Learning Goals, Illinois Professional Teaching Standards, and the Council for Exceptional Children Preparation Standards. Four years of data supporting candidate performance is provided. The quality of the assessment system is evidenced by CEC National Recognition of the LBSI program. As the program moves forward, disaggregating the data would provide evidence of data trends and support existing programmatic curriculum/policies and future curricular revisions.



10/10/2022

Dean or designee

Date

Academic Affairs – Review & Feedback: B. S. Special Education

The SLO plan demonstrates clear learning outcomes for both the LBS1 and ECSE programs. These programs are two options for Special Education majors, with separate certification exams. However, they share student learning outcomes and undergo rigorous and regular review by the Department Curriculum Committee and the CEC/CAEP Recognition Team. The highly structured nature of the assessment measures required by the Illinois Professional Teaching Standards and the Council for Exceptional Children Preparation Standards ensures close monitoring of students’ progress through the programs. However, the Department Curriculum Committee should be commended for scrutinizing the coursework that students complete in their professional pathways. The committee’s decision to streamline the curriculum by removing overlapping content and extra coursework demonstrates a commitment to making the curriculum more efficient and logical for students. This flexibility is key to implementing new alignment requirements, such as Illinois’s Culturally Responsive Teaching and Leading standards.

2022-11-14

Date



Suzie Park, VPAA Office

Year 4

**Special Education: Early Childhood Special Education Program:
Student Learning Outcomes (SLOs) for Academic Programs**

Please list all of the student learning outcomes for your program as articulated in the assessment plan.

1. Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.
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5. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.
6. Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.
7. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Overview of Measures/Instruments

<p>SLO(s)</p> <p><i>Note: Measures might be used for more than 1 SLO</i></p>	<p>ULG*</p>	<p>Measures/Instruments</p> <p><i>Please include a clear description of the instrument including when and where it is administered</i></p>	<p>How is the information Used?</p> <p><i>(include target score(s), results, and report if target(s) were met/not met/partially met for each instrument)</i></p>
<p>1</p>	<p>C, W, S, Q, R</p>	<ol style="list-style-type: none"> a. ECSE Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Special Education Assessment Report 	<ol style="list-style-type: none"> a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with ‘3’ or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator d. Completed in our second semester of sequenced courses in assessment course, must score ‘3’ or higher to pass assessment
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6	C, W, S, Q, R	a. ECSE Certification Exam (prior to Student Teaching) b. Methods Clinical Practice Assessment c. Student Teaching Evaluation d. Early Literacy Lesson Plan e. Curriculum Unit Plan	a. Must be passed to enter student teaching and gain licensure (waived for student teaching during COVID state of emergency) b. Completed in 6 week methods practicum – must pass with '3' or above to pass course and move onto student teaching c. Completed in Student Teaching semester by Student Teaching Coordinator

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Assessment Data Across 4 years

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ECSE Certification Exam	50	100%
ECSE Methods Clinical Practice Assessment	32	97%
Student Teaching Evaluation	50	100%
FBA/BIP	27	100%
Early Literacy Lesson Plan	62	82%
ECSE Curriculum Unit Plan	34	94%
ECSE Assessment Report	40	93%
ECSE IEP	33	94%

Improvements and Changes Based on Assessment

1. Provide a short summary (1-2 paragraphs or bullets) of any curricular actions (revisions, additions, and so on) that were approved over the past four years as a result of reflecting on the student learning outcomes data. Are there any additional future changes, revisions, or interventions proposed or still pending?

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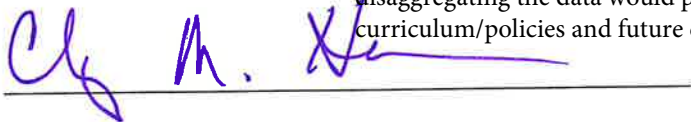
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History of Annual Review		
Date of Annual Review	Individuals/Groups who Reviewed Plan	Results of the Review (i.e., reference proposed changes from #1 above, revised SLOs, etc..)
9/15/21	CEC/CAEP Recognition Team	Early Childhood Special Education Program Nationally Recognized (see attached report)
1/4/22	CEC/CAEP Recognition Team	Special Education Program Nationally Recognized (see attached report)

Dean Review & Feedback

The Department of Special Education ECSE program has a mature assessment system that maintains seamless data collection. Each assessment is aligned to the EI undergraduate Student Learning Goals, Illinois Professional Teaching Standards, and the Council for Exceptional Children Preparation Standards. Four years of data supporting candidate performance is provided. The quality of the assessment system is evidenced by CEC's national recognition of the ECSE program. As the program moves forward, disaggregating the data would provide evidence of data trends and support existing programmatic curriculum/policies and future curricular revisions.



10/10/2022

Dean or designee

Date

Academic Affairs – Review & Feedback

The SLO plan demonstrates clear learning outcomes for both the LBS1 and ECSE programs. These programs are two options for Special Education majors, with separate certification exams. However, they share student learning outcomes and undergo rigorous and regular review by the Department Curriculum Committee and the CEC/CAEP Recognition Team. The highly structured nature of the assessment measures required by the Illinois Professional Teaching Standards and the Council for Exceptional Children Preparation Standards ensures close monitoring of students' progress through the programs. However, the Department Curriculum Committee should be commended for scrutinizing the coursework that students complete in their professional pathways. The committee's decision to streamline the curriculum by removing overlapping content and extra coursework demonstrates a commitment to making the curriculum more efficient and logical for students. This flexibility is key to implementing new alignment requirements, such as Illinois's Culturally Responsive Teaching and Leading standards.

2022-11-14

Date



Suzie Park, VPAA Office

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2012 Standards)

National 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

Date of Review

MM DD YYYY

09 / 15 / 2021

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 - 8

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

Program Type

Early Childhood Birth - 8

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 national 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 SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No

- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

This report states that; The candidates who the Pearson Mild Interventions Assessment passed and exceeded the cut score of 220 points. Across the four domains of the assessment ,candidate scores showed the greatest strength in Foundations and Professional Knowledge and the Lowest strength in Individualized Programs"

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:

The Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, including collaborative opportunities that are appropriate to the license or roles for which they are preparing (birth - 8) This report aligns candidate clinical experiences, program requirements and collaborative opportunities appropriate to the licence for which they are preparing through the Assessment related to each standard.

Information within the Assessments for each standard bring clarity to the field work and clinical Practice Standards as the rubrics align with the elements and specialty sets of each standard. The explicit detail supports the fidelity of the field Experiences and Clinical Practice Standard.

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

(1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Met



Met with Conditions



Not Met



Comment:

This report cites assessments, 1, 3, 4, and 8 in support of Standard 1: Learner development and Individual learning Differences

Assessment 1 ILTS Exam 152 Early Childhood Special Education The test is an objective standardized assessment of knowledge supporting candidate acquisition of basic knowledge. All candidates pass the exam. Alignment is provided for both CEC standards and the specialized program knowledge and skill statements. All candidates

are successful on the subsection of the test pertinent to Standard 1.

Though not identified by the program, Assessment 2 also provides evidence for this standard. Learner Development and Individual Differences, rubric components 1 "Candidate Demonstrates an Understanding of the Impact of Individual Differences in Young Child's Development" and component 2 "Candidate Demonstrates an Understanding of the Impact of Individual Differences on Learning". For component 1 "Candidate Demonstrates an Understanding of the Impact of Individual Differences in Young Child's Development" in both Fall 2019 and Fall 2020 all candidates (100%) exceeded, or consistently exceeded standards with Fall 2019 means of 4.17 and Fall 2020 mean of 4.5. For component 2, "Candidate Demonstrates an Understanding of the Impact of Individual Differences on Learning" in both Fall 2019 and Fall 2020 all candidates (100%) exceeded, or consistently exceeded standards with Fall 2019 means of 4.17 and Fall 2020 mean of 5.00.

Assessment 3 Early Childhood Special Education Individual Education Plan (IEP) In the discipline of Early Childhood Special Education The process of designing and implementing an "Individual Education Plan (IEP)". The IEP addresses the unique needs of the young child for whom it is written, it is prepared as a legally defensible document providing appropriate, guidance to the daily teaching of the given child. Candidates develop the IEP for the young learner with whom they work in practicum. Candidates use multiple data sources ranging from teacher interviews, interactions with the learner, and systematic observation data to make educational decisions. Candidates will use progress-monitoring strategies to establish change in the learner's skill acquisition.

Assessment 4- Student Teaching Unit Assessment Candidates are required to use their knowledge of development and individual learning differences, to define performance expectations and provide challenging content and learning opportunities for learners with mild-severe exceptionalities. Although challenging, the candidate must also ensure that learning experiences are commensurate with each learner's abilities

Assessment 8 Learner Development and Individual Differences is most thoroughly and directly assessed in rubric components 1 'Develops Anticipatory Set' and 2 'Develops Student Objective'. For component 1 'Develops Anticipatory Set'. Candidate outcomes indicate candidates consistently achieve candidates consistently exceeded this standard with a mean score of 4.33. Rubrics align with Standard 1 elements and specialty sets.

The preponderance of the evidence establishes that the program assessments align with Standard 1, and that the program candidate data indicate candidates are mastering the respective knowledge and skills

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

- (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
- (2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Met

Met with Conditions

Not Met

Comment:

This report cites assessments, 1,2,4,and 6 in support of Standard 2: Learning Environments.

Assessment 1 All candidates are successful on this state test. In addition, the candidates are successful on the subsection learning environments and social interaction. Though one year 10/13 and for the second year 7/8 passed the test, the overall mean of this subsection was above the state requirement.

Assessment 2: Methods Clinical Practice Assessment (SPE 4920) Candidates collaborate with general educators and other professionals to create safe, inclusive, culturally responsive learning environments to engage young children in meaningful learning activities and social interactions rubrics align with the elements of Standard 2. CEC Standard 2 and its corresponding elements relating to Learning Environments is addressed in component 3 "Candidate demonstrates an understanding for the need for safe, engaging and inclusive learning environments". For both cycles of data all candidates met, exceeded or consistently exceeded this standard with a Fall 2019 mean of 4.17 and a Fall 2020 mean of 3.0. This provides strong evidence candidates collaborate with general educators and other professionals to create safe, inclusive, culturally responsive learning environments to engage young children in meaningful learning activities and social interactions.

Assessment 4 Student teaching Unit Assessment described as a performance assessment completed during STG 4000, Multicultural/Disabilities Practicum and STG 4001:Student Teaching clearly aligns with the elements of Standard 2 particularly in understanding of emergency response procedures as required under the School Safety Drill Act [105 ILCS 128], including school safety and crisis intervention protocol, initial response actions (e.g., whether to stay in or evacuate a building), and first response to medical emergencies The candidate initiates outreach and works regularly with school personnel and families through empowering partnerships to promote fair and equal learning

Assessment 6 Content Knowledge and Pedagogical and Professional Knowledge, Skills, and Dispositions - Early Childhood Special Education Assessment Summary Report (ASR) (SPE 4820) Provides evidenced that candidates modeling professional behavior and appropriate dispositions, participating in professional activities and employing leadership skills to contribute to personal growth and school improvement , reflecting on professional practice and using professional literature/materials to adjust instruction and advocating on behalf of students and families The preponderance of evidence establishes that the program assessments align with Standard 2 and that the program candidate are mastering the respective knowledge and skills.

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

- (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
- (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
- (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Met

Met with Conditions

Not Met

Comment:

This report cites assessments; 1, 2,4, and 6 in support of Standard 3: Curricular Content Knowledge

Assessment 1 ILTS Exam 152 Early Childhood Special Education addresses curricular content knowledge as an objective computerized test with a time limit. The subsection Planning and delivering Instructional Content is applicable to this standard. One year of ddata provides a 92% pass rate, and the second 100%.

Assessment 2 Methods Clinical Practice Assessment (SPE 4920) Curricular Content Knowledge, is directly related to Diverse Subject Areas and Strategies. "Candidate Demonstrates an Understanding of Central Concepts and Structures for Early Childhood Curriculum", "Candidate Uses General and Specialized Early Childhood Curriculum", and "Candidate Adapts and Modifies Early Childhood Curriculum". For both cycles of data, all candidates met, exceeded or consistently exceeded these standards. Means for the three components in Fall 2019 were 4.17, 4.00, and 4.33 respectively. In Fall 2020 they were 4.5, 4.00, and 4.5 respectively Rubrics are well aligned with Standard 3, elements and specialty sets

Assessment 4 Student Teaching Unit Assessment aligns with the elements and specialty sets as follows; Candidates were evaluated on the following items: their ability to demonstrate central concepts, methods of inquiry, and structures of the discipline (3.1); adapts curricular content and pedagogy to address learners' conceptual and pedagogical needs (3.3); fosters learners' conceptual development of subject matter content through critical thinking and inquiry, including the use of higher order questioning skills (3.1 and 3.2); and selects and implements instructional and assistive technology when creating content area instruction and learning experiences for all children (3.2). In Fall of 2020 mean performance ratings ranged from 4.10 to 4.70 indicating that candidates earned a rating above "meets standards". Candidates performed the highest on adapting curricular content and pedagogy and lowest on fostering the young child's conceptual development of subject matter content. Mean performance ratings from Spring 2021 ranged from 4.40 to 4.80. Candidates performed the highest (4.80) on their ability to demonstrate central concepts. Rubrics align with the Elements and specialty sets of Standard 3.

Assessment 6 Content Knowledge and Pedagogical and Professional Knowledge, Skills, and Dispositions - - Early Childhood Special Education Assessment Summary Report (ASR) (SPE 4820) relates to Standard within the context of administering curriculum based assessment as well as standardized test to interpret outcomes and write appropriate reports. All rubrics present observable. measurable candidate objectives and align with with Standard 3.

The preponderance of the evidence establishes that the program assessments align with Standard 5 and that the program candidates data indicate candidates are mastering the respective knowledge and skills.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

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

Met



Met with Conditions



Not Met



Comment:

This reports cites assessments; 2, 4, 5, 6, 7, and 8 in support of Standard 4: Assessment

Assessment 2 Methods Clinical Practice Assessment (SPE 4920) Assessment of Content Knowledge Assessment, is evaluated in three components related to assessment. This provides strong support that candidates use technologies to support instructional assessment, planning and delivery for young children with exceptionalities and seek out and utilizes augmentative and assistive technologies that enhance/encourage communication for learners with exceptional learning needs. "Candidate Demonstrates Knowledge of Assessment Strategies", component 8 "Candidate Involves the Family in Assessment Process", and component 9 "Candidate Uses Data to Monitor Instructional Effectiveness". For all three components, across two cycles of data, all candidates met, exceeded or consistently exceeded expectations. Collaborating with professionals and families to select, utilize, and interpret data form a variety of assessment tools and instruments, including formal and informal assessments, for decision-making purposes.

Assessment 4 Assessment, is evaluated in three components related to Diverse Strategies, "Candidate Demonstrates Knowledge of Assessment Strategies", "Candidate Involves the Family in Assessment Process", and "Candidate Uses Data to Monitor Instructional Effectiveness". For all three components, across two cycles of data, all candidates met, exceeded or consistently exceeded expectations. Means for Fall 2019 were 4.00, 4.5 and 4.33. For Fall 2020 means were 4.00, 4.00, 4.00 respectively. This provides strong evidence candidates collaborate with professionals and families to select, utilize, and interpret data form a variety of assessment tools and instruments, including formal and informal assessments, for decision-making purposes. Rubrics are well aligned with elements of the standard.

Assessment 5 Student Learning - EC Special Education Functional Behavioral Assessment and Behavior Intervention Project (FBA/BIP) (SPE 3600), Impact on PreK - Age 8 All components of the FBA/BIP process are included in the rubrics as observable, measurable objectives. Rubrics align with Standard 4 elements and specialty sets.

Assessment 6 Candidates uses various types of assessment strategies to collect data

to drive formal instructional decisions such as eligibility as well as to day-to-day instructional decisions (4.1). Candidate collects data from a variety of relevant sources (the learner, family, and school and community professionals) across various environments to establish data reliability and validity (4.3 and 4.4). Knowledge of assessment terminology as well as the advantages and limitations of assessment instruments is essential to interpreting data to develop a learning profile for learners that is appropriate (4.2).

Assessment 7 Content Knowledge and Pedagogical and Professional Knowledge and Skills -Early Childhood/Special Education Unit Plan (SPE 4720) Candidate creates a record-keeping system appropriate to accurately recording the young child's performance on unit lesson objectives and status of completion of unit goals, maintaining records of performance to monitoring the progress of young child's performance

Assessment 8 Content Knowledge and Pedagogical and Professional Knowledge and Skills - Early Childhood Special Education Early Literacy Lesson Plan in Assessment, is documented in rubric component 8 : Develops Relevant Data Collection System'relation to Standard 4

The preponderance of the evidence establishes that the program assessments align with the CEC Preparation Standard, and that the program candidate data indicate candidates are mastering the respective knowledge and skills

Standard 5: Instructional Planning and Strategies
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

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

Met



Met with Conditions



Not Met



Comment:

This report cites assessment. 2, 3, 4, 5, and 8 in support of Standard 5: Instructional Planning Strategies

Assessment #2: Methods Clinical Practice Assessment (SPE 4920) in Methods Clinical Practice Assessment (SPE 4920) Each candidate plans an IP based on assessment data. Candidates are successful on the indicators related to instructional planning

Assessment 3 -Instructional Planning and Strategies: Candidates design and an implement longitudinal IEP that contains prioritized academic and functional goals with accompanying sequenced benchmarks . Based on the IEP, daily lesson plans and activities are designed and implemented in accordance with the young learner's needs, abilities, and preferences. Instruction is to be age and ability-appropriate and

culturally responsive to the diverse needs of the young learner. Candidates are successful on this assessment.

Assessment 4- Instructional Planning and Strategies: Candidates utilize individual abilities, interests, learning environments, and cultural and linguistic factors when designing, implementing and adapting learning experiences for learners with mild-moderate exceptionalities

Assessment 5 Instructional Planning and Strategies, is assessed in rubric component 13 "Uses technology to support planning and assessment of the FBA/BIP". For this component in Fall 2020 5 of 5 (100%) of candidates met or consistently exceeded this standard with a mean of 4.20. In Spring 2021 3 of 3 (100%) of candidates met this standard with a mean of 3.0. Candidates can use technology to support instructional assessment, planning and delivery as well as use strategies to enhance language development and communication skills in young children.

Assessment 8 - Early Childhood Special Education Early Literacy Lesson Plan Based on a case study of a young child with language and communication skills reflecting cultural and linguistic differences and child's need for support of alternative, augmentative, and/or assistive technologies, Each candidate is required to develop an early literacy lesson plan including key components of anticipatory set, objective, overview, rationale, modeling, and checking for understanding, guided practice, independent practice, and closure and follow the lesson plan format provided by the instructor.

In regards to the cited Assessments, the description, scoring rubric, and program candidate data for each are present and aligned to each other.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

(6.1) Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice

(6.2) Beginning special education professionals understand how foundational knowledge and current issues influence professional practice

(6.3) Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services

(6.4) Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.

(6.5) Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring

(6.6) Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.

Met



Met with Conditions



Not Met



Comment:

This report cites assessments 2, 4, and 5 in support of Standard 6: Professional Learning and Ethical Practice

Assessment 2 Methods Clinical Practice Assessment (SPE 4920) in Methods Clinical Practice Assessment (SPE 4920) There are three rubric elements that support that students are successful on the standard,.

Assessment 4 Instructional Planning and Strategies: Pedagogical and Professional

Knowledge, Skills, and Dispositions - Early Childhood Special Education Student Teaching Evaluation aligns with standard 6 : Candidates are required to use foundational knowledge in special education to inform their practice. Knowledge of families and their role in special education, laws and standards governing the delivery of quality special education services, as well as current issues that impact service delivery are all key pieces of information candidates need to engage in professional and ethical behavior Candidates use reflection to self-evaluate their skills in providing meaningful learning experiences to learners with exceptionalities and to facilitate their professional growth (6.4). As candidates develop in their knowledge and skills, they can informally as well as formally advocate for learner access and meaningful inclusion . Candidates are successful with these rubric items.

Assessment 5 Instructional Planning and Strategies, is assessed in rubric component "Uses technology to support planning and assessment of the FBA/BIP". Through this assessment, candidates demonstrate skills related to 6.3, 6.4, ad 6.5.

The preponderance of the evidence establishes that the program assessments align with Standard 6, and that the program candidate data indicate candidates are mastering th e respective knowledge and skills.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration

(7.2) Beginning special education professionals serve as a collaborative resource to colleagues

(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

Met



Met with Conditions



Not Met



Comment:

This report cites assessments 1, 2, 4, and 8 in support of Standard 7: Collaboration

Assessment 1 ILTS Exam 152 Early Childhood Special Education supports the knowledge base and theory supporting collaboration through high pass rates and strong performance on the "Maintaining Effective Communication, Collaboration and Professionalism" subsection of this test.

Assessment 2 Methods Clinical Practice Assessment (SPE 4920) Three components ofg this assessment address collaboration; candidates are successful on these assessments.

Assessment 4 contains four components related to collaboration. Candidates were evaluated on their ability to build and maintain collaborative relationships to foster cognitive, linguistic, physical, and social and emotional development, work with school personnel and families through cooperative partnerships to promote fair and equal learning opportunities for overall learner well- being utilize collaborative problem-solving and conflict resolution skills to effectively work with school personnel for the purposes of planning, instruction and assessment to support the growth and learning of all learners. When sharing data with the family, the candidate uses positive and jargon-free language to discuss both the child's strengths and needs.

Assessment 8 does not isolate collaboration but incorporates within the Early Childhood Special Education Early Literacy Lesson plan based on a case study. The preponderance of the evidence establishes that the program assessment aligns with Standard 7, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

Candidates are consistently successful on assessments of knowledge of content.

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

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards (or does not) establishes candidates' satisfactory ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

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

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards establishes candidates' satisfactory ability to understand and implement practices that will positively impact birth- 8 Early Childhood students with special needs. Students engage in the assessment, use the data for planning, implement the plan, and monitor progress.

Among the evidence, the use of standardized and curriculum based measures. Candidates provide instruction based on assessment outcomes create an assessment report including recommend interventions based on research, creates and maintains records of student progress and reevaluate periodically.

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)

The program assessment system has three feedback loops. Based on a series of review, the program develops revisions of assessments and program content. An example is that in review of of field placements, a mismatch in theoretical frameworks was noted. This finding required examination of mentors and sites.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

PART F - ADDITIONAL COMMENTS

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

F.2. Concerns for possible follow-up by the CAEP site visitors:

PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *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 (2012 Standards)

National 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

Date of Review

MM DD YYYY

01 / 04 / 2022

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Standard Special Education (LBSI) Option K-12

Grade Level⁽¹⁾

K - 12

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

Program Type

Special Education-Mild/Moderate Disabilities

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 national 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 SPA benchmarked licensure test data requirement, if applicable:

- Yes
- No

- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

Assessment 1: The Pearson Core -Mild Intervention is the State Licensure Test all candidates demonstrate mastery the skills on the test. As a multiple choice assessment it primarily covers content knowledge. The Special Education k-12 aligned with the State assessment and requires candidate to demonstrate the knowledge and skills in natural settings.

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:

Field experiences as described in sections I Context, and the IEP process, and the adherence to the CEC Standards support the candidates progress through a series of sequenced field experiences for the full range of ages, types and levels of disabilities, and collaborative opportunities appropriate to the license or roles for which the candidates are being prepared. Candidates are accountable for the knowledge and skills as informed by the CEC "Individualized Independence Curriculum" These field and clinical experiences are supervised by qualified professionals.

Standard 1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

- (1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
- (1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

Met Met with Conditions Not Met

Comment:

This report cites assessments 1,3,4, and 8 as evidence of Standard 1: Learner Development and Individual Learning Differences.

Assessment 1: Licensure Exam Package - LBSI Special Education Content Test (155) and Special Education General Curriculum Test (163). The Content Test is designed to assess the candidate's knowledge of content across disabilities excluding hearing and vision, speech and language, and early childhood special education across the K-12 grade range. The test is based on current and relevant expectations for teacher preparation candidates and for teachers in Illinois as defined by the Illinois Content Area. The Special Education General Curriculum (0163) Exam is designed to assess the candidate's knowledge of general curricular content across academic areas across the K-12 grade range. The test consists of four subareas: reading and literacy, math,

natural sciences, and social sciences.

Assessment 3 SPE 4530: Literacy (Language/Reading) Lesson Plan Candidates understand the influence of development, individual differences, and cultural factors have on literacy instruction (1.1 and 1.2); Candidates consider prior literacy experiences of the learner (1.1); and Candidates understand the impact of individual differences and the impact of the disability on the setting Candidates consistently passed this assessment.

Assessment 4 Pedagogical and Professional Knowledge, Skills, and Dispositions - Learning Behavior Specialist I Student Teaching Evaluation Candidates are required to use their knowledge of development and individual learning differences to define performance expectations and provide challenging content and learning opportunities for learners with mild-severe exceptionalities. The candidate must also ensure that learning experiences are commensurate with each learner's abilities. Candidates' master is evident in rubric score and well aligned with the elements of Standard 1

Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum (SPE 3700) The "Instructional Unit Plan" requires candidates conduct a needs assessment at their field experience site, design an instructional unit, implement the unit at their field experience site with a group of clients, collect impact data on the effectiveness of activities of the unit, and submit the unit and a report reflecting the data and an analysis of the data respective to impact. The instructional unit must be specific to transition, daily living, social skills, other functional areas, and must address communication skills, including consideration and incorporation of augmentative and assistive communication

The preponderance of the evidence establishes that the program assessments align with Standard 1, and that the program candidates' data indicate candidates are mastering the respective knowledge and skills.

Standard 2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

(2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.

(2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.

(2.3) Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.

Met



Met with Conditions



Not Met



Comment:

This report cites assessments 1, 2, and 4 in support of Standard 2: Learning Environments

Assessment 1: support of Standard 2 states that Learning Environments and Social Interaction can be found in candidate performance on Subarea IV of the LBS1 test,

"Managing the Learning Environment and Promoting Students' Social Interaction Skill and Communication evidenced by passing test scores.

Assessment 2 Candidate fosters cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of learners with mild-severe exceptionalities. The candidate clearly communicates what behavior would and would not be tolerated, monitors rule compliance, and provides appropriate consequences and reinforcement includes knowledge and use of universal precautions. The rubric supporting the assessment is by the inclusion of 5 levels of achievement resulting in skewed outcomes particularly when numbers are small, and scoring is subjective

Assessment 4 Assessment Pedagogical and Professional Knowledge, Skills, and Dispositions - Learning Behavior Specialist I Student Teaching Evaluation Learning Environments: Candidates are expected to use their knowledge of learning environments to create and maintain a safe, engaging, and inclusive learning environment where learners with various exceptionalities are respected and valued (2.1). Candidates use a variety of positive behavioral interventions to prevent and intervene with learners who engage in challenging behavior (2.2). Additionally, candidates are prepared with crisis intervention strategies when a learner's behavior reaches a level that is unsafe to the learner, peers, and school professionals (2.3 - note candidates are not allowed to use restraint) Rubrics support the assessment the outcomes the 5 levels of achievement provide little differentiation creating a subjective assessment

The preponderance of the evidence establishes that the program assessments align with Standard 2, and that the program candidate data indicate candidates are mastering the respective knowledge and skills. align with the elements and specialty sets of Standard 2

Standard 3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

(3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities

(3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities

(3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Met



Met with Conditions



Not Met



Comment:

This report cites assessments 1, 2, 3, 4, and 5 as evidence of Standard 3: Curricular Content Knowledge

Assessment 1 Licensure Exam Package - LBSI Special Education Content Test (155) and Special Education General Curriculum Test (163) CEC Standard 3, Curricular Content Knowledge, most directly addressed within the Special Education General Curriculum Test (163). The exam focuses on four subareas: reading and literacy, math, natural sciences, and social sciences. Candidates are evaluated on curricular concepts and pedagogy related to the general education curriculum. Across the 2019-

2020 and 2020-2021 data sets, candidates performed the strongest on the Reading and Literacy Subarea. 96% percent of the candidates (25 of 26) met or exceeded the 240 required pass score. In 2019-2020 the mean score on the Reading and Literacy Subarea was 258 and was 262 in 2020-2021. Candidates performed less well on the Math and Natural Science Subareas in Fall 2019-2020. 73% of the candidates met or exceeded the 240 required pass score. However, scores did improve in 2020-2021 when 81% of candidates and 85% candidates met or exceeded the required pass score in Math and Natural Science, respectively. The area where candidates performed the least well was in Social Science. Across the 2019-2020 and 2020 and 2021 academic years, approximately 50% of the candidates were as likely to earn a passing score as a failing score. Given the exam measures general knowledge as well as state specific knowledge of civics, politics, economics, history and geography, further analysis is needed to determine whether candidates need more than 9 semester hours of social science, or a specified course related to Illinois. Overall, the data supports Candidates have curricular knowledge of reading, math, and science, and additional investigation is necessary to determine why performance is so much lower in social science.

Assessment 2 SPE Methods Clinical Practice Evaluation Candidate facilitates an understanding of subject matter for individuals with exceptional learning needs Several elements of Assessment 2. Some elements of standard 3 also align.

Assessment 3 SPE 4530: Literacy (Language/Reading) Lesson Plan Candidate demonstrates knowledge of effective curriculum development, instructional planning, and assessment in relation to literacy rubric requirements The 5 levels of performance require a subjective decision.

Assessment 4 Pedagogical and Professional Knowledge, Skills, and Dispositions - Learning Behavior Specialist I Student Teaching Evaluation. Candidate is comfortable in using academic, social, and life skills curricula and promotes cross-disciplinary application of curricular content to facilitate mastery and generalization of learning outcomes. Candidates are also required to adapt instruction, materials, and strategies to permit access to instruction and increase learner engagement and performance

Assessment 5 Impact on P-12 Student Learning: Individualized Education Program (IEP) (SPE 4900/4901 Curricular Content Knowledge: Candidates are assessed on their understanding of the scope and sequence of general education curricular areas such as reading, math, written language, content areas, social skills, and adaptive/life skills. Candidates must know curricular content as well as pedagogy related to special education. Candidates use that knowledge of curriculum to select, prioritize and develop annual goals, short-term objectives and benchmarks in the areas that exceptionality has a negative impact. Candidates also develop and use adaptations that facilitate the learner's access to instruction and improve performance on learning outcomes.

The preponderance of the evidence establishes that the program assessments align with Standard 3 and that the program candidates meet Standard 3.

Standard 4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational

decisions.

(4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias

(4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities

(4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities

(4.4) Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

Met



Met with Conditions



Not Met



Comment:

This report cites Assessments 2, 4, 5, 7, and 8 as supportive of Standard 4 Assessment

Assessment 2 SPE Methods Clinical Practice Evaluation Candidate facilitates an understanding of subject matter for individuals with exceptional learning needs Candidate utilizes multiple types of assessment information to make a variety of educational decisions by appropriately developing and conducting informal assessments, utilizing systematic observation, criterion referenced and curriculum-based assessment. The candidate uses the data to assist in instructional decision making as well as to monitor progress of learners with mild to severe exceptionalities

Assessment 4 Pedagogical and Professional Knowledge, Skills, and Dispositions - Learning Behavior Specialist I Student Teaching Evaluation Candidate uses various types of assessment strategies to collect data to drive formal instructional decisions such as eligibility as well as to day-to-day instructional decisions. Candidate collects data from a variety of relevant sources (the learner, family, and school and community professionals) across environments to establish data reliability and validity. Knowledge of assessment terminology as well as the advantages and limitations of assessment instruments is essential to interpret data and developing an appropriate learning profile for students.

Assessment 5 Assessment: Candidates are required to use multiple methods of assessment to collect and analyze pre-instruction data that will guide them in establishing the learner's present level of academic and functional performance and in developing the IEP for the learner with whom they work in practicum. Candidates uses multiple data sources including CBA data, teacher interviews, interactions with the learner, and systematic observation data Candidate will also use progress-monitoring strategies to establish change in the learner's skill acquisition.

Assessment 7 Assessment Summary Report (ASR) (SPE 4800) candidate ability to "select and use technically sound formal and informal assessments that minimize bias", use "knowledge of measurement principles and practices to interpret assessment results and guide educational decisions" and "in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities" demonstrated by each candidate and measured as each candidate engages in the assessment process and development of the ASR. Assessments administered in the supervised, evaluated field experience. Anchor language of the three required components is aligned in apparent ways to the

elements and knowledge and skills of Standard 4, Candidate performance across the six required components and across the two applications of data (Fall 2020 and Spring 2021), reflect a mean performance rating of 3.51 with a median rating of 3.5 and a mode of 4.00 for the 29 candidates

Assessment 8 Assessment, as informed by the CEC "Individualized Independence Curriculum" Knowledge and Skill set. Candidates who successfully develop and implement a needs assessment protocol using multiple data sources to obtain the strengths, needs, interests, and desires of the individual to guide instructional unit planning demonstrates understanding of Elements 4.1 and 4.3. In addition, candidates are expected to incorporate technology to support learning by designing and utilizing a record-keeping system with the intent to monitor the individual's progress on unit goals and objectives (4.2).

Regarding the Assessments, the description, scoring rubric, and program candidate data for each are present and aligned to each other.

The preponderance of the evidence establishes that the program assessments align with Standard 4, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

Standard 5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

(5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

(5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

(5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

(5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

(5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams

(5.6) Beginning special education professionals teach to mastery and promote generalization of learning.

(5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Met



Met with Conditions



Not Met



Comment:

This report cites Assessments 2, 3, 4, 5, and 8

Assessment 2 SPE 4901 Methods Clinical Practice Assessment The candidate develops long-range individualized instructional plans (e.g., IEPs) anchored in both general and special curricula. In addition, special educators systematically translated these individualized plans into carefully selected shorter-range goals and objectives (e.g., daily lesson planning) taking into consideration an individual's abilities and needs, the learning environment, and cultural and linguistic factors. The candidate makes effective use of instructional time by preparing daily lesson plans, which were sequenced, individualized, and engaging allowing for efficient beginnings, smooth

transitions, and effective closure. In addition, individualized instructional plans emphasized explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization.

Assessment 3 SPE 4530: Literacy (Language/Reading) Lesson Plan Instructional Planning and Strategies is the standard most thoroughly evaluated within the SPE 4530 Literacy Lesson Plan assessment. Across the assessment, candidates are being evaluated on varying elements related to Standard 5. addressing each of the elements and specialty sets including evaluation of candidate ability to consider the learners' prior literacy experiences

Assessment 4 The candidate establishes high expectations for learning and behavior by aligning instruction with goals and objectives articulated within daily planning (lesson plans), long- term plans (IEPs, BIPs, Transition), and district curricular goals. The candidate uses a variety of relevant instructional content, materials, resources, and strategies to support differentiation. The candidate provides various pathways for learning based on learner responses and current experiences and taking into consideration personal biases and perspectives.

Assessment 5 Candidates design and implement a longitudinal IEP that contains prioritized academic and functional goals with accompanying sequenced benchmarks Based on the IEP, daily lesson plans are designed and implemented in accordance with the learner's needs, abilities, and preferences. Instruction is to be age and ability-appropriate and culturally responsive to the diverse needs of the learner (5.1). Candidates who successfully design and implement an IEP will teach IEP-related instructional lessons grounded in research-supported methods in academic (reading, math, language, etc.) as well as adaptive behavior areas (social, communication, independent functioning). The instructional methods inclusive of technology are used to enhance the fluency and accuracy of skills within a core area as well as to enhance generalization of skills across curricular areas (5.6).

Assessment 8 SPE 3700 Curricular Unit Plan is based on the Instructional Planning and Strategies, as informed by the CEC "Individualized Independence Curriculum" Knowledge and Skill set. The focus of this assessment is on a candidate's demonstration of skill to "plan short-term instruction for independent functional life skills relevant to the community and personal living" (5.1). Candidates who successfully design and implement the unit will use data to establish the focus of the unit and develop goals and lesson objectives in accordance with the individual's needs. The candidate selects and uses materials and activities that are relevant to the individual's employment and/or living environment. Candidates also incorporate assistive technologies into the unit to support access and participation as well as the communication needs of the individual

Regarding the cited Assessments, the description, scoring rubric, and program candidate data for each are present and aligned to each other.

Standard 6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

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

Met

Met with Conditions

Not Met



Comment:

This report cites Assessments 2, 4, and 5 in support of Standard 6

Assessment 2 SPE 4901 Methods Clinical Practice: Candidate practices within the CEC Code of Ethics. Standard 6 and its corresponding elements related to Professional Learning and Ethical Practice is evaluated across four of five domains: "Diverse Strategies", "Diverse Students", "Diverse Subject Areas and Levels", and "Dispositions and Professional Responsibilities within Schools, Agencies, and Communities (Diverse Societies). Candidates' use of reflection to guide professional growth and promote continued learning and adherence to legal guidelines for assessing and managing the behavior of learners with exceptionalities Given the importance of professional and ethical practice, the data suggest this is one of the strongest areas of candidate performance.

Assessment 4 SPED 4001 Impact on P-12 (IEP) The candidate models professional behavior and appropriate dispositions reflecting honesty, integrity, personal responsibility, confidentiality, and respect.

CEC 6.1. Each of the following Elements 6.2-6.6 are treated with relevant and meaningful detail assuring that candidates are bringing professional knowledge and skills to the students they teach. The rubric is completed on each student teacher assessing performance at mid-term of each placement and at the conclusion of the placement. Candidates self-assess at the mid-term point of each placement. The rubric done by the "cooperating teacher" at the conclusion of the placement is the focus of a conference with the "University Coordinator" prior to being shared with the candidate and prior to it becoming official. After the conference between the "university coordinator" and the "cooperating teacher", the final version of the rubric and the narrative are co-signed, considered official, and then shared with the candidate. The "university coordinator" is responsible for entering the completed rubric into "LiveText" so the aggregated data can be used for program improvement. In addition, the aggregated data provides a reflection of candidates' performance collectively in student teaching.

Assessment 5 Impact on P-12 Student Learning: Individualized Education Program (IEP) (SPE 4900/4901) Standard 6 within the IEP focuses on the legal mandates surrounding service provision. There are three data points within the assessment: "Candidate Understands the Laws/Policies in Identifying Program and Services", "Candidate Considers Individual Differences in Planning for Learner Participation in General Education Program", and "Candidate Demonstrates Knowledge of

Laws/Policies in Documenting Critical Dates". Across the two applications of data candidates the ability to determine appropriate program services and the learner's integration into general education. General Directions for Impact on P-12 Student Learning: Individualized Education Program (IEP) (SPE 4900/4901) The directions provided to the candidate for this project are detailed to align with the standard (s) and the subsequent rubrics.

The preponderance of the evidence establishes that the program assessments align with Standard 6, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

Standard 7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

(7.1) Beginning special education professionals use the theory and elements of effective collaboration

(7.2) Beginning special education professionals serve as a collaborative resource to colleagues

(7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators

Met

Met with Conditions

Not Met



Comment:

This report cites Assessments 1, 2, 4, and 8 in support of Standard 7

Assessment 1 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

Assessment 2 SPE 4901 Methods Clinical Practice Assessment Candidate routinely and effectively collaborates with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways incorporating the dynamics of team-building, problem solving, and conflict resolution to improve learning outcomes.

Assessment 4 Pedagogical and Professional Knowledge, Skills, and Dispositions - Learning Behavior Specialist I Student Teaching Evaluation. The candidate is expected to communicate with a variety of stakeholders from families to other school personnel. These relationships should empower stakeholders in taking an active role in promoting the well-being of learners with exceptionalities (7.2 and 7.3). Providing a theoretical foundation on collaborative behaviors and conflict resolution can positively impact the quality of partnership the candidate is expected to build (7.1).

Assessment 8 Curriculum Unit Plan for Individuals in Individualized Independence Curriculum (SPE 3700) Candidates are expected to communicate with a variety of stakeholders from families to other school personnel. These relationships should

empower stakeholders in taking an active role in promoting the well-being of learners with exceptionalities providing a theoretical foundation on collaborative behaviors and conflict resolution can positively impact the quality of partnership the candidate is expected to build.

Regarding the cited Assessment, the description, scoring rubric, and program candidate data for each are aligned to each other. The preponderance of the evidence establishes that the program assessments align with Standard 7, and that the program candidate data indicate candidates are mastering the respective knowledge and skills.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards establishes that the program candidates have satisfactory mastery of special education professional content knowledge.

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

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards establishes candidates' satisfactory ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

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

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the Standards establishes candidates' satisfactory ability to understand the significance of candidate effects on student learning. Directions provided to the candidate for this project are detailed to align with the standard (s) and the subsequent rubrics. Assessments are aligned with the Standards, the elements and specialty sets and measured by appropriate rubrics. Directions to candidates for completion of each assessment are well-defined
Assessment 5 Impact on P-12 Student Learning i: Individualized Education Program (IEP) (SPE 4900/4901) supports the program contents and the candidates ability to effect change in P-12 student learning.

The preponderance of the evidence presented for the program assessments and the extent of their alignment to the major elements of the CEC Preparation Standards establishes candidates' satisfactory ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions.

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)

The program provides examples of applying performance data to strengthening the program. Efforts have been initiated to require candidates to more routinely use a

scope and sequence chart and to provide more intensive instruction across curriculum and methods courses to guide candidates in its use.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

The rubric designs lacks clear guidance for rubric scoring variation with an Assessment when a scoring range is possible for some levels within the rubric. This may impact inter-rater reliability and construct validity fostering negatively skewed outcomes. The impact on candidate scores would not change significantly but would have the advantages of interrater reliability. particularly important for new staff and adjuncts

PART F - ADDITIONAL COMMENTS

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

The cover page of this report checks that this program is presented at only one site, Within the context this report it is stated that; "The LBSI Standard Special program is being offered both on-campus and at an offsite cohort. The off-site cohort is a cohort supported by Grow Your Own Illinois, a grant program to support the preparation of initial educators in rural communities. The cohort is being offered at an administration building in Jasper County Illinois and has eight candidates who all currently serve as para-professionals in rural communities. The classes are offered once each during the cohort and the cohort program which is currently half way through. Data has been collected and analyzed separately for the cohort program for those courses which have been completed including assessments 3, 6, and 8. Candidates have not yet taken any portion of the licensure exam package required prior to and during student teaching, nor have they completed courses associated with assessments 2, 4, 5, or 7."

F.2. Concerns for possible follow-up by the CAEP site visitors:

PART G -DECISIONS

Please select final decision:

- National Recognition.** The program is recognized through the semester and year of the provider's next CAEP accreditation decision in 5-7 years. The Recognition Report will serve as program level evidence for the accreditation cycle it has been initiated. **To retain recognition and to gather new evidence for the next accreditation cycle, another program report must be submitted mid-cycle 3 years in advance of the next scheduled accreditation visit.** The program will be listed as Nationally Recognized through the semester of the next CAEP accreditation decision on websites and/or other publications of the SPA and CAEP. The institution may designate its program as Nationally Recognized by the SPA, through the semester of the next CAEP accreditation decision, in its published materials. *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"