

# Program Report for the Preparation of Special Education Professionals Council for Exceptional Children (CEC)

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

## COVER SHEET

### 1. Institution Name

Prairie View A&M University

### 2. State

Texas

### 3. Date submitted

MM DD YYYY

01 / 31 / 2008

### 4. Report Preparer's Information:

Name of Preparer:

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**6. Name of institution's program**

Special Education

**7. NCATE Category**

Special Education-General Curriculum

**8. Grade levels<sup>(1)</sup> for which candidates are being prepared**

Ec-12

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

**9. Program Type**

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

**10. Degree or award level**

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

**11. Is this program offered at more than one site?**

- Yes
- No

**12. If your answer is "yes" to above question, list the sites at which the program is offered**

**13. Title of the state license for which candidates are prepared**

Special Education EC-12

**14. Program report status:**

- jn Initial Review
- jn Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- jn Response to National Recognition With Conditions

**15. State Licensure requirement for national recognition: NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?**

- jn Yes
- jn No

## SECTION I - CONTEXT

**1. Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)**

In Texas, candidates to become certified in special education can matriculate in a stand alone Special Education Certification program. However, at Prairie View A&M University, our Special Education Candidates matriculate in a program where they become certified as a Special Educator EC-12 and become certifiable as a General Educator EC-4. Our Special Education Program is a General Curriculum Special Education (GCSE) Training Program which is most closely aligned with a mild to moderate licensure program. In each of our special education program classes, state and institutional policies and the Council for Exceptional Children (CEC standards are in course objectives and activities. The required course of study for the Bachelor of Science degree in Interdisciplinary Studies with a specialization in Special Education in the College of Education at Prairie View A&M University (PVAMU) are depicted in Attachment C.

The overarching goal of the preparation program for Special Education Teacher Candidates is to insure that they become skillful in using their knowledge and understanding of learner needs and development, apply practical experiences in pedagogy to design effective learning environments that support students' academic progress, growth and success. Our candidates in collaboration with the College of Arts and Sciences, receive instruction in a common University Core Curriculum as well as fulfill Teacher Education Core requirements. The College of Education supports the pedagogy courses, field experiences and practice teaching. The Director of Student Teaching and Field Experiences is a Department of Curriculum and Instruction faculty member in the College of Education Faculty members from Special Education serve as University Supervisors for candidates in their special education practice teaching experiences.

Also important in understanding the path to certification are the changes made by the State of Texas from a two-tiered system of elementary and secondary programs to a three-tiered system of EC-4, 4-8, and 8-12 programs. The state certification levels are currently elementary, middle, and secondary or all levels. Accordingly, in 2003, Prairie View A&M University revised its program to accommodate these requirements. The last cohort of candidates to enter under the two-tiered program graduated in December 2004. The first cohort under the new levels of certification graduated in May 2004. The new program will be discussed in this program review.

**2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or**

**internships. (Response limited to 8,000 characters)**

Candidates majoring in special education at PVAMU are required to document 15 hours of field experience in Special Education instructional methods and 15 hours of practicum experiences in Special Education for a total of 30 clock hours prior to student teaching. These activities are supervised by the special education teacher in the field and the University Supervisor who visits the class. Additionally, candidates in the Teacher Education program in the College of Education at PVAMU are required to document 15 hours of field experiences for each of four CUIIN professional education courses for a total of 60 clock hours. Students record their field experiences in a journal which they continue throughout their observations. These experiences help prepare candidates by allowing them to gradually experience the teaching, teaming, reflecting and collaborating that are required of the professional practitioner. As part of their field experience portfolio, candidates are videotaped teaching a sample lesson, which are critiqued by candidates themselves and their instructor.

During their student teaching experience, candidates finalize the development of a professional portfolio containing samples of lesson plans, a unit plan, classroom management plans, samples of communications with parents and other evidence of candidates' professional attitudes and dispositions as well as their command of subject matter and pedagogical knowledge and skills. They are formally assessed twice: at the midpoint of their experience and a final assessment using the Professional Development and Appraisal System (PDAS) (See Attachment D).

**3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)**

For admission to the Teacher Education Program in the College of Education at Prairie View A&M University, candidates must complete the 42 hour University core with a minimum 2.5 GPA; submit three (3) letters of recommendation from University faculty by whom they were taught; pass the Texas Higher Education Assessment (THEA) with minimum scores of 220 in writing, 230 in math, and 260 in reading; and grades of "C" or better in ENGL 1123 Composition I, ENGL 1133 Composition II, ENGL 2143 Advanced Composition, ENGL 2153 Introduction to Literature, MATH 1113 Algebra I, MATH 2163 Structure of Numbers, These requirements must be documented (See Attachment E) and submitted to the Admission to Teacher Education Committee before the candidate is accepted into the Teacher Education program.

For retention in the program, candidates must remain in good academic standing at the University by maintaining a minimum 2.5 cumulative GPA, obtaining grades of C or better in major and professional development courses. Students complete their field experiences and the Professional Field Experiences Portfolio.

When candidates have successfully completed all their coursework, they apply for admission to student teaching. They complete their student teaching at assigned schools and submit their Student Teaching Portfolios. Candidates exit the program when they graduate from the University having completed all required coursework, including practice teaching.

**4. Description of the relationship <sup>(2)</sup> of the program to the unit's conceptual framework. (Response limited to 4,000 characters)**

The College of Education's conceptual framework, the Educator as Facilitator of Learning for Diverse Populations (E-FOLD-P), focuses on teacher education for a global population as its integrative theme.

All courses in the GCSE training program reflect the E-FOLD-P framework (See Attachment F) and play their part in the process of enabling candidates to develop the skills they will need to create learning environments supportive of a variety of student needs and abilities; integrate technology into the learning environment; become reflective and lifelong learners; and most importantly, to facilitate student growth and development for students in Texas schools.

The candidate experiences in the program are carefully crafted to help Special Education candidates develop into educators who will be problem-solvers, who think critically and reflectively themselves and understand how to create learning environments to empower students who can develop into active participants in their own educational process. From their collaboration with peers, university faculty, field-based educators, and community members, the candidates develop expertise in the profession which include attitudes toward professional development and commitment needed to become E-FOLD-P practitioners.

As E-FOLD-P practitioners, candidates not only understand content knowledge, but can demonstrate through their parallel understanding of classroom management and organization, the ability to translate this knowledge into effective practice as GCSE classroom teachers. In doing this, the instructional plans and materials they create reflect an awareness of and respect for the whole student, his or her culture, as well as needs and goals as an individual.

Candidates act as E-FOLD-P professionals, collaborating with their fellow students, faculty, school administrators, and parents in activities that affect the unique home-school relationship in positive ways and demonstrate a professional commitment to excellence and growth. Additionally, candidates demonstrate their commitment to the professional growth expected of an E-FOLD-P practitioner by constantly striving to improve their own technology skills and their ability to incorporate technology into their instructional materials and into the learning environments they create.

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(2): The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.

**5. Indication of whether the program has a unique set of program assessments and their relationship of the program's assessments to the unit's assessment system<sup>(3)</sup>. (Response limited to 4,000 characters)**

The Prairie View Teacher Education Unit Assessment System (Attach. H) is aligned to the unit's conceptual framework (CF), to state and professional standards. It is designed to measure and evaluate candidate knowledge, skills, and dispositions. It assesses of both internal and external evaluation measures with emphasis on unit operations as well as program and candidate performance. These assessments are used to make decisions at the various transition points in both the initial and final programs.

The Assessment System operates at two distinct levels, one on programs, the other on the unit. In program-level assessment, data on candidate performance and relevant operations, disaggregated by program, are reviewed in order (a) to make decisions and provide feedback to individual candidates on program progress as well as (b) in the aggregate, to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data, aggregated across programs, to examine unit effectiveness and guide unit improvement.

The assessment system is designed to collect data through its Data Management System (DMS). The DMS is overseen by the Office of Accreditation, Assessment and Data Management (OAADM) which has a full time director and staff. Data from candidate performance assessments, post-program assessments (e.g., graduate and employer surveys, state tests) and unit operation's measures, are channeled through the Data Management System (DMS) and coordinated by the OAADM in

conjunction with the assessment coordinator for the unit.

The aggregated information are examined by the relevant review committees. Program Committees (PCs), functioning as assessment review committees for specific programs, examine aggregate program candidate performance and relevant unit operation data (disaggregated by program, where relevant) to make judgments about program effectiveness and any needed changes. The Unit Assessment Committee (UAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the UAS specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is that it specify at least four transition points across the program: (1) program admission, (2) admission to clinical practice/internship, (3) exit from clinical practice, and (4) program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and summary reports generated for PCs to review and make potential recommendations.

An electronic Data Management System, TrueOutcomes is in place starting Spring 2008, across the university. TrueOutcomes provide unique reporting tools designed to measure candidates' progress, track, and manage information and view aggregate information. TrueOutcomes allows candidates to keep a record of artifacts, the courses they have completed, and plan future courses to help them meet their career goals. The information stored in the candidates' portfolio can be used as a professional portfolio Administrators and instructors have access to real-time information and statistics to track students' progress and achievement, which allows instructors and advisors to monitor candidates progress, and provide remediation if needed. The system generates relevant reports that support candidate progress decisions as well as initial and advanced programs.

(3) This response should clarify how the key accessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.

**6. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)**

Attachment 1 General Curriculum Special Education SEC-4 GENERALIST.doc

See **Attachments** panel below.

**7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.**

College of Education Conceptual Framework	Attachment H. The Assessment System
PDAS and Instructional Delivery Lesson Cycle	Attachment J. Special Education Field Experiences
Alignment of CEC Standards, State Standards and Program Courses	Attachment K. Special Education Students Admitted to Teacher Education
Admission to Teacher Education Form	Attachment L. Profile of Special Education EC-12 Candidates Admitted to Teacher Education

See **Attachments** panel below.

### 8. Candidate Information

**Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.**

Program: General Curriculum Special Education (GCSE)		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers <sup>(4)</sup>
2004-2005	13 (+/-)	9
2005-2006	15 (+/-)	16
2006-2007	19 (+/-)	10

<sup>(4)</sup> NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

### 9. Faculty Information

**Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.**

Faculty Member Name	Douglas M. Butler
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. in Special Education, University of Texas Austin
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Program Coordinator, Professional Development School Co-Coordinator, Faculty, University Supervisor
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Research and presentation on the over-representation of minority students in special education; Co-Coordinator of professional development schools; Member of CEC and AERA and publication in Research Association of Minority Professors (RAMP) journal and hosted workshops on special education issues, Center for the Effective Pedagogy for African American Learners Board Member
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	University Supervisor, Co-coordinator liaison of PDS schools Clinical/School Psychology, Counseling

Faculty Member Name	Debra J. Johnson
Highest Degree, Field, & University <sup>(5)</sup>	Ph.D. in Special Education University of Texas Austin
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty, University Supervisor
Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES

Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Research on communication processes in multicultural special education, Texas Chapter President of the Nation Association of Multicultural Education (NAME), Board member of the Center for Effective Pedagogy for African American Learners (CPAL)
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	University Supervisor, Special Education, General Education, ESL

Faculty Member Name	Beverly Ann Hamilton-Roberts
Highest Degree, Field, & University <sup>(5)</sup>	M.S. in Administration
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Public School, Special Education 30+ years of experience
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Special Education, Educational Diagnostician

Faculty Member Name	Gregoria L. Williams
Highest Degree, Field, & University <sup>(5)</sup>	M.S. in Special Education
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> :List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Public School Special Education Department Leader
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Special Education

Faculty Member Name	L. Irene Duke
Highest Degree, Field, & University <sup>(5)</sup>	Doctor of Education, Developmental Education – Curriculum & Instruction - Reading, Grambling State University
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty

Faculty Rank <sup>(7)</sup>	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Who's Who Among America's Teachers 2003-2004 Who's Who Among America's Teachers 2004-2005 Who's Who Among America's Teachers 2005-2006 2001 National Association for Developmental Education Research Award in Developmental Education Publications "Irene's Book of Short Stories" (Volume 1 – Volume 5) by Tri-3 Printing, Esther Inc., 2005 Co-Author of "The Prentice Hall TASP Study Guide for Reading" by Prentice Hall, Inc., 2004 "The Effects of Attribution Retraining by Videot
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	School Partnership - Clinical Supervision: Spring 2007 and Spring 2008 Jones Elementary, Prairie View, TX (Discipline: Reading Grade levels: Pre-K thru 5th)

Faculty Member Name	Darlington Ndubuike
Highest Degree, Field, & University <sup>(5)</sup>	Ed.D Curriculum and Instruction University of Houston
Assignment: Indicate the role of the faculty member <sup>(6)</sup>	Faculty
Faculty Rank <sup>(7)</sup>	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship <sup>(8)</sup> , Leadership in Professional Associations, and Service <sup>(9)</sup> : List up to 3 major contributions in the past 3 years <sup>(10)</sup>	Sponsor and Advisor of the Prairie View A&M University affiliate of the Texas Student Teachers Association (2005-2008) Mason E. Ndubuike, D. I. I. (2005). Preparing Pre-Service Teachers for Diverse Classrooms Journal of Intercultural Disciplines. Co-presented the conference session: Using Interactive Lessons to Enhance the Learning Experience of Pre-Service Teachers.
Teaching or other professional experience in P-12 schools <sup>(11)</sup>	Eight years K-5 teaching experience

(5) e.g., PhD in Curriculum & Instruction, University of Nebraska.

(6) e.g., faculty, clinical supervisor, department chair, administrator

(7) e.g., professor, associate professor, assistant professor, adjunct professor, instructor

(8) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel.

Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(9) Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

(10) e.g., officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(11) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

## SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

### 1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the

**CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)**

Type and Number of Assessment	Name of Assessment (12)	Type or Form of Assessment (13)	When the Assessment Is Administered (14)
Assessment #1: Licensure assessment, or other content-based assessment (required)	TEXES Special Education EC-12	Texas State Licensure Exam	Prior to application for teacher certification
Assessment #2: Assessment of content knowledge in special education (required)	Special Education Program Content Assessment	Comprehensive Examination	Prior to student teaching
Assessment #3: Assessment of candidate ability to plan instruction (required)	Teacher Education Portfolio	Portfolio Artifacts Documentation of Lesson Planning	Required assignment during CUIN 4113 course prior to student teaching
Assessment #4: Assessment of student teaching (required)	Professional Development and Appraisal System (PDAS)	Evaluative Observation of Clinical Practice	Mid and end points of student teaching experience
Assessment #5: Assessment of candidate effect on student learning (required)	Instructional Delivery	Evaluative Observation Survey of Class Room Instruction	During Student Teaching
Assessment #6: Additional assessment that addresses CEC standards (required)	General Curriculum Special Education (GCSE) Field Experiences	Portfolio Tasks	During required SPED 4113 Methods & SPED 4123 Practicum Courses, prior to student teaching
Assessment #7: Additional assessment that addresses CEC standards (optional)	TEXES Professional Pedagogy and Responsibilities (PPR)	Texas State Licensure Examination	During Candidate Field Experiences and/or Ideally Prior to Program Completion
Assessment #8: Additional assessment that addresses CEC standards (optional)	Disposition Assessment	Candidate and Advisor Disposition Survey	Beginning each semester

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.

(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).

(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).

## SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

### 1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

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

Information should be provided in Section I (Context) to address this standard.

### 2. CONTENT STANDARDS

	#1	#2	#3	#4	#5	#6	#7	#8
<p><b>1. Foundations.</b> Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based <b>principles and theories</b>, relevant <b>laws and policies</b>, diverse and <b>historical</b> points of view, and <b>human issues</b> 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 <b>influence professional practice</b>, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how <b>issues of human diversity</b> 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 <b>relationships of organizations of special education</b> 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.</p> <p>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.</p>	b	b	e	e	e	b	b	b
<p><b>2. Development and Characteristics of Learners.</b> Special educators know and <b>demonstrate respect</b> for their students first as unique human beings. Special educators understand the <b>similarities and differences in human development</b> and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how <b>exceptional conditions</b> can <b>interact</b> with the domains of human development and they <b>use this knowledge to respond to the varying abilities and behaviors of individual's</b> with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn,</p>	b	b	e	e	e	b	e	e

interact socially, and live as fulfilled contributing members of the community.

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

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

b b b b b b b e

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.

**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.

e e b b b b e

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.

**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.

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

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

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

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

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secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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

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

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

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

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For each assessment, the compiler should prepare a document that includes the following items: a two page narrative that responds to questions 1, 2, 3, and 4 (below) and the three items listed in question 5 (below). This document should be attached as directed.

1. A brief description of the assessment and its use in the program (one sentence may be sufficient);
2. A description of how this assessment specifically aligns with the standards it is cited for in Section III. Cite SPA standards by number, title, and/or standard wording.
3. A brief analysis of the data findings;
4. An interpretation of how that data provides evidence for meeting standards, indicating the specific SPA standards by number, title, and/or standard wording; and
5. Attachment of assessment documentation, including:
  - (a) the assessment tool or description of the assignment;
  - (b) the scoring guide for the assessment; and
  - (c) candidate data derived from the assessment.

It is preferred that the response for each of 5a, 5b, and 5c (above) be limited to the equivalent of five text pages, however in some cases assessment instruments or scoring guides may go beyond five pages.

All three components of the assessment (as identified in 5a-c) must be attached, with the following exceptions: (a) the assessment tool and scoring guide are not required for reporting state licensure data, and (b) for some assessments, data may not yet be avail

**1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Attachment G Alignment of CEC Standards, State Standards and Courses	Texas Assessment of Essential Skills (TExES) in Special Education (Texas State Licensure Examination)
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See **Attachments** panel below.

**2. Assessment of content knowledge<sup>(15)</sup> in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks<sup>(16)</sup>. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

#2 Special Education Program Content Assessment
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See **Attachments** panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts, and movement/physical education; as well as knowledge about children's learning and development in these areas.

(16) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates' content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.

**3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates' abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

#3 The Teacher Education Portfolio

See **Attachments** panel below.

**4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

#4 Professional Development and Appraisal System (PDAS)

See **Attachments** panel below.

**5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

#5 Instructional Delivery

See **Attachments** panel below.

**6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

See **Attachments** panel below.

**7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

Professional Pedagogy and Responsibilities (PPR) Conceptual Framework	Professional Pedagogy and Responsibilities (PPR) Data Table
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See **Attachments** panel below.

**8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.**

**Provide assessment information (items 1-5) as outlined in the directions for Section IV**

disposition.doc

See **Attachments** panel below.

## SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

**1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning.**

**(Response limited to 12,000 characters)**

The state requirements for Licensure changed several years ago. As a result, the Unit and program made curriculum changes to better prepare our candidates for licensure in their respective disciplines. We recognize and appreciate the need to monitor candidates closer than we have in the past in reference to knowledge, pedagogical skills, dispositions and impact on student learning. While our candidates are passing the state licensure examination in special education, we wish to move are candidates from good to great. Thus, we will implement beginning Spring semester 2008, a comprehensive examination requirement which will allow us to counsel candidates with knowledge content deficits prior to their entering the professional sequence of courses leading to the student teaching clinical experience.

Additionally, we are implementing a data collection system, “TrueOutcomes”, where candidates can enter artifacts into an e-portfolio throughout their sequence of courses which demonstrate mastery of CEC and state standards.

The Prairie View Teacher Education Unit Assessment System (Attachment H) is aligned to the unit's conceptual framework (CF), to state and professional standards. It is designed to measure and evaluate candidate knowledge, skills, and dispositions. It is both an internal and external evaluation measure with emphasis on unit operations as well as program and candidate performance. These assessments are used to make decisions at the various transition points in both the initial and final programs.

The Assessment System operates at two distinct levels, one on programs, the other on the unit. In program-level assessment, data on candidate performance and relevant operations, disaggregated by program, are reviewed in order (a) to make decisions and provide feedback to individual candidates on program progress as well as (b) in the aggregate, to judge the effectiveness of specific programs and guide program improvement. Unit-level assessment utilizes data on unit operations as well as candidate performance data, aggregated across programs, to examine unit effectiveness and guide unit improvement.

The assessment system is designed to collect data through its Data Management System (DMS). The data management system is overseen by the Office of Accreditation, Assessment and Data Management (OAADM) which has a full time director and staff. Data from candidate performance assessments, post-program assessments (e.g., graduate and employer surveys, state tests) and unit operation's measures, are channeled through the Data Management System (DMS) and coordinated by the OAADM in conjunction with the assessment coordinator for the unit.

The aggregated information are examined by the relevant review committees. Program Committees (PCs), functioning as assessment review committees for specific programs, examine aggregate program candidate performance and relevant unit operation data (disaggregated by program, where relevant) to make judgments about program effectiveness and any needed changes. The Unit Assessment Committee (UAC) examines unit operations and candidate assessment data, aggregated across programs, to make judgments about unit effectiveness.

To guide program reviews, the UAS specifies that each unit program (initial and advanced), through its PC, establishes and maintains a Program Assessment Plan (PAP) and conducts a program assessment review at least once annually in accordance with that plan. A minimum requirement of a PAP is that it specify at least four transition points across the program: (1) program admission, (2) admission to clinical practice/internship, (3) exit from clinical practice, and (4) program exit. At each transition point, candidates are to be informed of their program status, and the options for candidates who fail to meet established criteria. To implement its PAP, each PC has identified transition points and associated evaluations/criteria and identified/developed standards-related assessments and associated rubrics. Assessment data is collected and periodically aggregated and summary reports generated for PCs to review and make potential recommendations.

An electronic Data Management System, TrueOutcomes is in place starting Fall 2007, across the university. TrueOutcomes provide unique reporting tools designed to measure candidates' progress, track, and manage information and view aggregate information. TrueOutcomes allows candidates to keep a record of artifacts, the courses they have completed, and plan future courses to help them meet their career goals. The information stored in the candidates' portfolio can be used to create a resume. Administrators and instructors have access to real-time information and statistics to track students' progress and achievement, which allows instructors and advisers to monitor candidates progress, and provide remediation if needed. The system also generates relevant reports that support candidate progress decisions as well as initial and advanced program reviews. Performance data are being continuously entered into TrueOutcomes to be used to make decisions about candidates, programs and the unit. The flowchart below shows the data flow from the data base through the OAADM, program committees and the Unit committees.

Faculty

The hiring of adjuncts has been helpful in that they brought current and every day experiences to our candidates while teaching in the various courses. Several faculty members have participated in the development of the state assessment and have witnessed the alignment of the state assessment with the CEC Content Standards and have brought this content information back to their development of course work for candidates.

#### Field Experiences

Additionally, we have increased field experience activities for our candidates prior to student teaching. For the pass 5 years, Prairie View A&M University has participated, as one of the Texas A&M University 9 campuses, in a School/University partnership where our public school campus partners provided sites for student field experiences, faculty collaborative research and opportunities for the University to host conference/meeting concerning topics of interest to Public school/ University Learning Community. We feel that because of these efforts, in great part, our candidates have increased pass rates on the state exams and are able to effectively demonstrate many entry-level teaching skills prior to student teaching.

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

**1. Describe what changes or additions have been made in response to issues cited in previous recognition report. List the sections of the report you are resubmitting and the changes that have been made. Specific instructions for preparing a revised report or a response to condition report are available on the NCATE web site at <http://www.ncate.org/institutions/process.asp?ch=4> (Response limited to 24,000 characters.)**

**Please click "Next"**

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