Institution Name
Prairie View A&M University

State
Texas

Date submitted
01/31/2008

Name of Preparer:
Douglas M. Butler, Ph.D. and Debra J. Johnson, Ph.D.
Phone: Ext.
(936)261-3403
E-mail: dmbutler@pvamu.edu

NCATE Coordinator's Information:
Name:
Barry Pelphrey, Ph.D.
Phone: Ext.
(936)261-3600
E-mail: bapelphrey@pvamu.edu

Name:
Edward Mason, Ph.D.
Phone: Ext.
(936)261-3415
6. Name of institution's program
Special Education

7. NCATE Category
Special Education-General Curriculum

8. Grade levels\(^{(1)}\) 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:
15. **State Licensure requirement for national recognition:**
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?

- Yes
- No

SECTION I - CONTEXT

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

   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 dock 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 CUIN 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 (2) 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.

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
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 assessments 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.

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

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.

![Table showing candidate information]

(4) 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.

![Table showing faculty information]

...
<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Beverly Ann Hamilton-Roberts</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>M.S. in Administration</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and Service(9); List up to 3 major contributions in the past 3 years(10)</td>
<td>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)</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools(11)</td>
<td>University Supervisor, Special Education, General Education, ESL</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Gregoria L. Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>M.S. in Special Education</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
<tr>
<td>Faculty Rank</td>
<td>Adjunct</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and Service(9); List up to 3 major contributions in the past 3 years(10)</td>
<td>Public School Special Education Department Leader</td>
</tr>
<tr>
<td>Teaching or other professional experience in P-12 schools(11)</td>
<td>Special Education</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>L. Irene Duke</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University</td>
<td>Doctor or Education, Developmental Education - Curriculum &amp; Instruction - Reading, Grambling State University</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member</td>
<td>Faculty</td>
</tr>
</tbody>
</table>
SECTION II - LIST OF ASSESSMENTS

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

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the
CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)

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

(12) Identify assessment by title used in the program; refer to Section IV for further information on appropriate assessment to include.
(13) Identify the type of assessment (e.g., essay, case study, project, comprehensive exam, reflection, state licensure test, portfolio).
(14) Indicate the point in the program when the assessment is administered (e.g., admission to the program, admission to student teaching/internship, required courses [specify course title and numbers], or completion of the program).
SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

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

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

2. CONTENT STANDARDS

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. The assessments must be those that all candidates in the program are required to complete and should be used by the program to determine candidate proficiencies as expected in the program standards. Assessments and scoring guides should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas that are addressed in NCATE’s unit standard 1:

- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.
For each assessment, the compiler should prepare 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

<table>
<thead>
<tr>
<th>Attachment G Alignment of CEC Standards, State Standards and Courses</th>
<th>Texas Assessment of Essential Skills (TExES) in Special Education (Texas State Licensure Examination)</th>
</tr>
</thead>
</table>

See Attachments panel below.

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

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

| #2 Special Education Program Content Assessment |

See Attachments panel below.
(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

<table>
<thead>
<tr>
<th>#3 The Teacher Education Portfolio</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#4 Professional Development and Appraisal System (PDAS)</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>#5 Instructional Delivery</th>
</tr>
</thead>
<tbody>
<tr>
<td>See Attachments panel below.</td>
</tr>
</tbody>
</table>

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

Provide assessment information (items 1-5) as outlined in the directions for Section IV
7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

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

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

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

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

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 pass 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-folio 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 past 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.