Program Report for the Preparation of Special Education Teachers
Council for Exceptional Children (CEC)
2012 Standards - Option A

NCATE approved the CEC Standards in 2012. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

COVER SHEET

1. Institution Name

   Kutztown University of Pennsylvania

2. State

   Pennsylvania

3. Date submitted

MM	DD	YYYY
03	15	2017

4. Report Preparer's Information:

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6. Name of institution's program

Special Education

7. CAEP Category

Special Education-Mild/Moderate Disabilities

8. Grade levels[1] and Exceptionalities/Severity Levels for which candidates are being prepared

PreK-8

(1) e.g. K-6, K-12

9. Program Type
   - ○ Advanced Teaching
   - ● First Teaching License
   - ○ Other School Personnel
   - ○ Unspecified

10. Degree or award level
    - ● Baccalaureate
    - ○ Post Baccalaureate
    - ○ Master's
    - ○ Post Master's
    - ○ Specialist or C.A.S.
    - ○ Doctorate
    - ○ Endorsement only

11. Is this program offered at more than one site?
    - ○ Yes
    - ● No

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

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

Special Education

14. Program report status:
    - ● Initial Review
    - ○ Response to One of the Following Decisions: Further Development Required or Recognition with Probation

○ Response to National Recognition With Conditions

15. Is your Educator Preparation Provider (EPP) seeking
    ○ CAEP accreditation for the first time (initial accreditation)
    ● Continuing CAEP accreditation

16. State Licensure data requirement on program completers disaggregated by specialty area with sub-area scores:
    CAEP requires programs to provide completer performance data on state licensure examinations for completers who take the examination for the content field, if the state has a licensure testing requirement. Test information and data must be reported in Section IV. Does your state require such a test?

    ● Yes
    ○ No

SECTION I - CONTEXT

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

The Mentally Physically Handicapped (MPH) Program resides in the College of Education at Kutztown University of Pennsylvania. Kutztown University is governed locally by a Board of Trustees. As one of fourteen institutions in the Pennsylvania State System of Higher Education (SSHE), the university is also governed by the State System's Board of Governors. The teacher education program and curriculum are responsive to the University, the SSHE system requirements and policies and standards of the PA Dept. of Education (PDE). During the time of this review, KU offers certification in the area of Mentally and/or Physically Handicapped in conjunction with certification in elementary education (grades PreK-4), middle level elementary education (4-8), or secondary education (7-12). The MPH program is developed to support the high-incidence disabilities/low-incidence disabilities structure, which results in a non-categorical certification. While the special education degree covers prek-4, 4-8, or 7-12 (depending on the teacher candidate's area of dual certification), PDE also requires all special education teachers to be "highly qualified" in at least one content area. Special education majors who will be dual certified in elementary education (PreK-4) at KU are highly qualified in the area of elementary education as part of the certification requirements of the elementary education degree, and successful passing of the PECT test. Special education majors at the middle level (4-8) must also gain certification in two content areas taught in the middle school (e.g., math/English, science/history) and those at the secondary level (7-12) must have certification in a high school content area (e.g., math, English, history, or science). MPH majors must also complete any additional coursework (e.g., methodology courses) required for either the PreK-4, 4-8, or 7-12 grade level education degree to be eligible for dual certification. Further changes will be found in the assessment of content knowledge. The Pennsylvania Educator Certification Tests (PECT) administered by Pearson Evaluation Systems (ES) will be used for the following assessments: Grades PreK-4, Special Education PreK-8, Special Education 7-12. The Praxis Tests administered by the Educational Testing Service (ETS) will be used for the Pennsylvania Grades 4-8 assessment and subject area concentration tests in areas that the teacher candidate plans to teach and for grades 7-12 the content knowledge tests in any area the teacher candidate plans to teach. Currently, the department is preparing candidates for any of the three special education programs described above. Core assessments remain the same in both the PreK-4 and 4-8 programs which will facilitate data collection and analysis for program improvement. Core assessments will be slightly different for the 7-12 program and will not include the same clinical experience as in the PreK-4 and 4-8 programs because 7-12 teacher candidates complete their clinical experience through the Secondary Education Department.
Chapter 354 of Title 22 of the Pennsylvania code directs that candidates admitted to a teacher education program must have passed the Praxis I basic

skills assessment, have at least a 3.0 grade point average (GPA) at the completion of 48 credit hours, and have a minimum grade of "C" in 6 semester credit hours of college level mathematics and 6 semester credit hours of English composition and literature. Chapter 354 also grants the Dean of the College of Education leeway in admitting up to 10% of students into the program without the required GPA. Kutztown University, at present, does not utilize this exception. To be retained in a program once admitted, a candidate must maintain the 3.0 GPA and receive at least a C in all professional education courses. Additionally, candidates must have a positive early field experience evaluation from professional semester.

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)

Each MPH teacher candidate completes three types of field experiences. The first experience involves formal observations in a variety of settings. Prior to candidacy, each student must spend a minimum of 20 hours in one particular setting, with the same group of individuals with disabilities. Students complete five observation hours in four additional courses. These observation hours include early childhood, high incidence, and low incidence classrooms. All MPH candidates must have an experience in all categories included in the certification learning disabilities, intellectual disabilities, behavior disorders and physical disabilities representing a variety of ages and classrooms in which the observations are completed. Evidence of these observations are turned in to the special education department office which logs the hours on the local KU database. Academic advisors review the candidates' reflections.

Prior to the clinical experience, candidates are required to complete all observations/reflections that are part of course requirements and involve various field experiences. For each of the special education classroom observations, students are required to complete a time log signed by the cooperating teacher. Further, teacher candidates reflect upon that observation and how it relates to content covered in the course.

As part of the junior experience, candidates in this program complete a five-week clinical experience placement in a special education classroom. During this placement, candidates are expected to teach lessons in content areas, work individually with special needs students, and assist the special education teacher as needed. Teacher candidates keep a reflective journal on events of the experience. This experience is completed with a certified special education teacher with at least 2 years teaching experience and the setting/teacher is selected from a list of identified special education teachers in the region. That teacher and Kutztown University supervisor complete an overall evaluation of the teacher candidate and submits that form to the department office. At Kutztown University, the capstone clinical field experience is completed in the first or second semester of the senior year. The clinical experience is comprised of two eight-week placements. Teacher candidates are placed in one assigned PreK-12 classroom every weekday according to the hours of the school (with a minimum of 6 hours per day). MPH teacher candidates complete one eight week experience in an elementary education (PreK-4) placement,

and one eight week experience in a special education placement. Each teacher candidate is supervised by a university supervisor/faculty member who visits at least three times during an eight week experience. Also, a cooperating teacher provides bi-weekly and final evaluations and oversees the clinical experience in the PreK-4, 4-8, or 7-12 classroom. Cooperating teachers must hold permanent certification, have tenure in the school district, and/or at least three years teaching experience in a special education classroom. Cooperating teachers are assigned through the Office of Clinical Experience and Outreach which has a pool of eligible special educators from which to place the KU teacher candidate.

During the clinical field experience semester, a candidate meets for one hour each week in practicum with the university supervisor on the campus of Kutztown University. The purpose of the practicum is to allow candidates to meet with other candidates and their university supervisor to process their practical application of learning. Additionally, each candidate completes a mock interview experience and a resume writing session in practicum. Special education teacher candidates are required to develop lesson plans, complete an IEP unique to the school system where they complete the clinical experience and implement an intervention assignment to measure impact on the learner.

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)

After completion of the academic program, a student may graduate from Kutztown University; however, to obtain certification a student must have successfully completed an academic program, have at least a four on the two PDE 430 student teaching evaluation forms with at least a one in each category, and complete the PECT. Because the MPH program leads to dual certification, MPH teacher candidates must fulfill requirements for both the elementary and MPH certification programs of study to be endorsed by the university. Once these criteria are met, a candidate completes the required certification application (PDE 338G) and the candidate is endorsed for Pennsylvania certification. Dispositions are assessed throughout a candidate's collegiate experience. If a faculty member has concerns about a candidate's disposition, he/she puts that in writing and it is added to a candidate's departmental file. If three citations are placed in a candidate's file, he/she cannot remain in the program. The Teacher Education Council has created a critical incident policy for documentation of any unprofessional episode occurring during the teacher candidate's tenure at KU.
KUTZTOWN UNIVERSITY STAGE REQUIREMENTS
PRE-ADMISSION TO TEACHER EDUCATION
Clearances: Act 34, Criminal History Report; Act 151, Child Abuse History Report; Act 114, FBI Federal Criminal History Record; Act 24, Arrest/Conviction Report; Act 126, Mandated Child Abuse Reporter Training
TB Testing
Admissions uses a formula of SAT/ACT and high school GPA to predict their

GPA for COE admittance
STAGE 1: ADMISSION TO TEACHER EDUCATION CANDIDACY (this occurs during the semester the student will complete 48 credit hours)
Achieve a cumulative 3.0 GPA
Achieve a C or better in 3 hours of English Composition, 3 hours of English Literature and 6 hours of Mathematics
Pass Basic Skills Assessments (ETS Core, PAPA, SAT, or ACT requirements - see attached) and have official scores on file at Kutztown University
Complete hours of field observation and exploration by program
Apply for teacher candidacy
STAGE 2: TEACHER EDUCATION CANDIDACY
Maintain a minimum cumulative 3.0 GPA in the major and overall
Complete all course work with a "B" or better
Take ETS Subject Assessment exams and have official scores on file at Kutztown University
Complete hours of field observation and exploration by program
Obtain up-to-date clearances: Act 34 Criminal History Report, Act 151 Child Abuse History Report, Act 114 FBI Federal Criminal History Record (Fingerprinting) and Act 24 Arrest/Conviction Report, and TB testing
Receive recommendation from the Department Chair or screening committee
STAGE 3: CLINICAL EXPERIENCE
Maintain a minimum cumulative 3.0 GPA in the major and overall
Complete all course work with a "B" or better
Complete the Clinical Experience with a minimum of "C" in both assignments and with at least "satisfactory" in each of the PDE four categories
STAGE 4: CERTIFICATION
Maintain a minimum cumulative 3.0 GPA in the major and overall
Pass ETS Subject Assessment exam and have official scores on file at KU
Log into TIMS, the Pennsylvania Department of Education certification system and submit fee for certification
Individual school districts may have more stringent requirements for clearances.

4. CEC initial or advanced Preparation Standards and Specialty Sets used

Council for Exceptional Children (CEC) 2012 Initial Teaching Standards
CEC General Curriculum and Specialized Curriculum Specialty Sets
Pennsylvania Department of Education (PDE) 430 (Pennsylvania Statewide Evaluation Form for Student Professional Knowledge and Practice)
INTASC Standards

5. 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.)

Course Descriptions	SpecialEd4_8_Math_Eng
SpecialEd4_8_Math_Sci	SpecialEd4_8_Math_SS
SpecialEd4_8_Sci_Eng	SpecialEd4_8_Sci_SS
SpecialEd_PreK4	

See Attachment panel below.

6.   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.
7.   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:		
Special Education-Mentally and Physically Handicapped (MPH) A completer of MPH program is a teacher candidate that has completed student teaching, graduated from the program, and received an Instructional I or specialist certificate.		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers[2]
2013-2014	276	75
2014-2015	272	70
2015-2016	260	86

   (2) CAEP 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.

8.   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	Tabetha Bernstein-Danis
Highest Degree, Field, & University[3]	Ph.D., English Education, University of Pittsburgh
Assignment: Indicate the role of the faculty member (4)	Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	☒ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Sirrakos, G. & Bernstein-Danis, T. (2016) Growing teachers, not prisoners: The potential for grow your own teacher preparation programs to disrupt the school-to-prison pipeline. In Fasching-Varner, K.J., Martin, L.L., Mitchell, R.W., Bennett, K., & Daneshzadeh, A. (Eds.) Understanding, Dismantling, and Disrupting the Prison to School Pipeline (213 - 223). Lanham, MD: Lexington Books. Developed a study abroad partnership with a non-profit group, One Heart Source, for students to get practicum experience in Cape Town, South Africa. Kutztown University delegate to state Association of Pennsylvania State College and University Faculties.
Teaching or other professional experience in P-12 schools[9]	

Faculty Member Name	Christopher Bloh
Highest Degree, Field, & University[3]	Ph.D., Educational Psychology, Temple University

Assignment: Indicate the role of the faculty member (4)	Associate Professor
Faculty Rank (5)	Faculty
Tenure Track	☑ YES
Scholarship (6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years (8)	Bloh, C. (2016). Assessing topography-based versus stimulus-selection based verbal behavior: a comparison from the literature. Behavior Analysis: Research and Practice, 16, 1, 12-18. Created Autism Endorsement Program and wrote SPU 433, 434, 435, and 436 Received Kutztown University 'Ambassador of Learning' student-nominated award Spring 2015, Spring 2009, and nominated Spring 2007.
Teaching or other professional experience in P-12 schools (9)	5 years teaching in P12 schools,- Pennsylvania Level II certification, Mentally and Physically handicapped K-12 2 years consulting in P12 schools- Board Certified Analyst- Doctoral

Faculty Member Name	Anne Brawand
Highest Degree, Field, & University (3)	Ph.D., Special Education, George Mason University
Assignment: Indicate the role of the faculty member (4)	Faculty, Clinical supervisor
Faculty Rank (5)	Assistant Professor
Tenure Track	☑ YES
Scholarship (6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years (8)	Brawand, A, & Johnson, N. (2016) Effective methods for delivering mathematics instruction to students with visual impairments. Journal of Blindness, Innovation, and Research, 6. doi: http://dx.doi.org/10.5241/6-86 Chair, Communications Committee, Council for Council of Learning Disabilities (2015-2018) Outstanding Researcher Award Recipient, 2015 Council for Learning Disabilities.
Teaching or other professional experience in P-12 schools (9)	12 years teaching in P12 schools- Elementary K-6 and Special Education N-12 Maryland Certification Clinical Supervision

Faculty Member Name	Diane King
Highest Degree, Field, & University (3)	Ph.D., Special Education, Lehigh University
Assignment: Indicate the role of the faculty member (4)	Faculty
Faculty Rank (5)	Associate Professor
Tenure Track	☑ YES
Scholarship (6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years (8)	Council for Exceptional Children 2016 Annual Convention and Expo. St. Louis, MO (April 2016). Get Ready to Rumble with Non-Responsiveness to Tier 2 STP Interventions: Educators' Preparedness to Implement MTSS Tier 2 Problem-Solving Approach. Council for Exceptional Children 2016 Annual Convention and Expo. St. Louis, MO (April 2016). Using Culturally Responsive Practices to Teach Students with Significant Intellectual Disabilities. King, D. & Coughlin, P. K. (2016). Looking beyond standard treatment protocol: It's not too late to embrace the problem-solving

	approach. Preventing School Failure.
Teaching or other professional experience in P-12 schools[9]	7 years teaching in P12 schools, NJ certification, N-12 special education supervisory certificate

Faculty Member Name	Wendy Rogers
Highest Degree, Field, & University[3]	Ph.D., Instructional Management and Leadership, Robert Morris University
Assignment: Indicate the role of the faculty member [4]	Faculty
Faculty Rank[5]	Assistant Professor
Tenure Track	ᵇ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Rogers, W., (April 2016). Effective Inclusionary Practices for Students with Disabilities. Presented at the National Council for Exceptional Children Conference, St. Louis, MO. Rogers, W., (February 2016). The Perceptions of Pre-service Teachers and Education Professors on the Need to Establish Purposeful Placements for Student Teachers. Presented at the National Association of Professional Development Schools, Washington, D.C. Rogers, W., (October 2016). Preparing Teachers to Work with Students with Learning Disabilities. Presented at the International Council for Learning Disabilities; San Antonio, TX.
Teaching or other professional experience in P-12 schools[9]	Clinical experience: During the Fall 2016 semester- observed 32 students completing a five-week clinical experience in a(n)elementary, middle, and high school special education and inclusive settings. Currently certified: Special Education (K-12) - New Hampshire

Faculty Member Name	Cynthia Stunkard
Highest Degree, Field, & University[3]	Ph.D., Special Education, University of Nevada, Las Vegas
Assignment: Indicate the role of the faculty member [4]	Faculty, Clinical supervisor
Faculty Rank[5]	Assistant Professor
Tenure Track	ᵇ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Stunkard, C., and Beebe, R., Nath, J. (in press.) Why PDS? Why Now? Professional Development Schools Research Book Series, Volume 6. Information Age Publishing, Inc. Charlotte, NC. Johnson, N. & Stunkard, C. (in press). Theory meets practice: Learner evaluation impact on students. Submitted to School-University Partnerships. Clinical Practice Commission, AACTE; National Association for Professional Development Schools, CFO; Decennial Middle States Accreditation Committee, Member of Group V
Teaching or other professional experience in P-12 schools[9]	Internship Coordinator; Professional Development School Coordinator; 26 years teaching in P12 schools, VA Certification - special/middle, PA Certification - special/high school, NV Certification - special/elementary; Kutztown University Clinical Experience Supervisor

Faculty Member Name	Kathleen Stanfa
Highest Degree, Field, &	Ph.D., Special Education, University of Pittsburgh

University[3]	
Assignment: Indicate the role of the faculty member [4]	Faculty, Clinical supervisor, Acting department chairperson
Faculty Rank[5]	Associate Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Stanfa, K. & Johnson, N. (2016). Peer assisted learning strategies to improve fluency and socialization among students who are blind and visually impaired. Visual Impairment and Deafblind Education Quarterly, 61(2), 70-77. Board Member, Council for Exceptional Children, National Division on Visual Impairments & Deafblindness (2017-2019). Faculty Advisor, Spread the Word to End the Word, Kutztown University Chapter, 2014-2017.
Teaching or other professional experience in P-12 schools[9]	7 years teaching experience (grades 5-12) 4 years secondary special education clinical supervision NY certificates: Language Arts 7-12; Special Education K-12

Faculty Member Name	Debra Lynch
Highest Degree, Field, & University[3]	Ph.D., Special Education, University of Virginia
Assignment: Indicate the role of the faculty member [4]	Faculty, Clinical supervisor, Department chairperson
Faculty Rank[5]	Professor
Tenure Track	☑ YES
Scholarship[6], Leadership in Professional Associations, and Service[7]:List up to 3 major contributions in the past 3 years[8]	Chairperson, College of Education Curriculum Committee (5 years) - Chairperson of University Promotion Committee -Served on KU general education reform committee
Teaching or other professional experience in P-12 schools[9]	9 years teaching in P12 schools certification in Orthopedically Handicapped and Mental Retardation and Learning Disabilities from Missouri

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(3) For example, PhD in Curriculum & Instruction, University of Nebraska.

(4) For example, faculty, clinical supervisor, department chair, administrator

(5) For example, professor, associate professor, assistant professor, adjunct professor, instructor

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

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

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

(8) For example, officer of a state or national association, article published in a specific journal, and an evaluation of a local school program.

(9) Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, in-service 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)	Pennsylvania Educator Certification Test (PECT)	State Licensure Exam	While completing SPU 392/393
Assessment #2: Assessment of content knowledge in special education (required)	Pennsylvania Educator Certification Test (PECT) Practice Assessment	Online Comprehensive Practice Assessment	Prior to clinical experience
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plan Assignment High Incidence Lesson Plan Assignment Low Incidence	Case study with rubric	While Completing SPU 322 and SPU 330
Assessment #4: Assessment of student teaching (required)	PDE 430 Professional Development Addendum	State Licensure Document, rubric (addenum)	While completing SPU 392/393
Assessment #5: Assessment of candidate effect on student learning (required)	Learner Evaluation	Case study with rubric	While completing SPU 392/393
Assessment #6: Additional assessment that addresses CEC standards (required)	Individualized Education Program (IEP)	Case study with rubric	While completing SPU 320
Assessment #7: Additional assessment that addresses CEC standards (optional)	Behavior Intervention Plan (BIP)	Case study with rubric	While completing SPU 328

Assessment #8: Additional assessment that addresses CEC standards (optional)	Case Study	Case study with rubric	While completing SPU 317

(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).

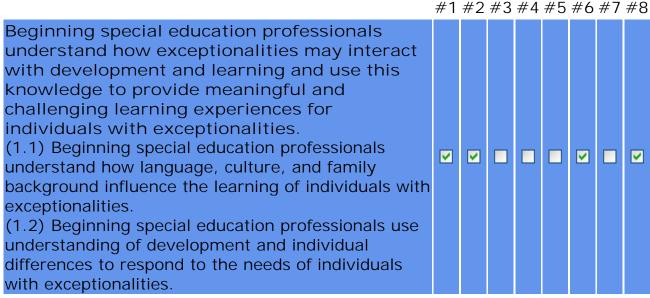# SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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. Standard 1: Learner Development and Individual Learning Differences

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. (1.1) Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. (1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	☑	☑	☐	☐	☐	☑	☐	☑

3. Standard 2: Learning Environments

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. (2.1) Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. (2.2) Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	☑	☑	☐	☑	☑	☐	☐	☐

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

4.   Standard 3: Curricular Content Knowledge

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use knowledge of general[15] and specialized[16] curricula to individualize learning for individuals with exceptionalities. (3.1) Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities (3.2) Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities (3.3) Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	☑	☑	☑	☑	☐	☐	☐	☐

[15] As used, "general curricula", means the academic content of the general curriculum including math, reading, English/language arts, science, social studies, and the arts.

[16] As used, "specialized curricula" means the content of specialized interventions or sets of interventions including, but not limited to academic, strategic, communicative, social, emotional, and independence curricula.

5.   Standard 4: Assessment

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions. (4.1) Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias (4.2) Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities (4.3) Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities (4.4) Beginning special education professionals	☑	☑	☐	☑	☑	☐	☑	☑

engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

6. Standard 5: Instructional Planning and Strategies

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies [15] to advance learning of individuals with exceptionalities. (5.1) Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities. (5.2) Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. (5.3) Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities. (5.4) Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities (5.5) Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams (5.6) Beginning special education professionals teach to mastery and promote generalization of learning. (5.7) Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	☑	☑	☑	☑	☐	☑	☑	☐

(17) Instructional strategies, as used throughout this form, include intervention used in academic and specialized curricula.

7. Standard 6: Professional Learning and Ethical Practice

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals use								

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

8.   Standard 7: Collaboration

	#1	#2	#3	#4	#5	#6	#7	#8
Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. (7.1) Beginning special education professionals use the theory and elements of effective collaboration (7.2) Beginning special education professionals serve as a collaborative resource to colleagues (7.3) Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators	☑	☑	☐	☑	☐	☐	☐	☐

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: For each program assessment listed in Section II, use one file to provide a description of the assessment of not more than two pages along with the program assessment, scoring rubric, and data tables.

Taken as a whole, the program assessments must demonstrate candidate mastery of the CEC Preparation Standards. The program assessments used must be required of all candidates. Assessments, scoring guides/rubrics, and data should be aligned with the CEC Preparation Standards. This means that the concepts in the CEC Preparation Standards should be apparent in the program assessments and in the scoring guides/rubrics to the same depth, breadth, and specificity as in the CEC Preparation Standards. Data should also be aligned with the CEC Preparation Standards. The data should be presented at the same level it is collected. For example, if a rubric is used to collects data on several elements each relating to specific CEC Preparation Standard, then the data should report the data on each of the elements rather than reporting a single cumulative score.

In the description of each program assessment below, CEC has identified potential program assessments that would be appropriate. Program assessments have been organized into the following three areas to be aligned with the elements in CAEP Standard 1:
• Content knowledge (Program assessments 1 and 2)
• Pedagogical and professional knowledge, skills and dispositions (Program assessments 3 and 4)
• Focus on student learning (Program assessment 5)

While faculty may align state credentialing assessment (Program Assessment 1) to numerous CEC Preparation Standards, it may not be cited as the sole assessment for any CEC Preparation Standards.

Note that in special education, the primary content knowledge for the professional discipline includes and is inextricable from professional knowledge. Therefore, program assessments that combine content and professional knowledge will be considered "content knowledge" assessments for the purpose of this report.

For each program assessment, the report developer should prepare one document that includes the following items :
(1) Two-page narrative including:
• A brief description of the program assessment and its use in the program;
• A description of how this program assessment specifically aligns with the standards for which it is cited in Section III. Cite CEC Preparation Standards by number, title, and/or standard wording.
• A brief analysis of the data findings;
• An interpretation of how that data provides evidence for meeting standards, indicating the specific CEC Preparation Standards by number, title, and/or standard wording;

(2) Program assessment documentation including:
• The program assessment tool itself or a rich description of the program assessment (often the directions given to candidates);
• The scoring guide or rubric for the program assessment; and
• Candidate performance data derived from the program assessment in tables that display the scores in alignment with the CEC Preparation Standards.
• The responses for e, f, and g (above) routinely should be limited to the equivalent of five text pages each. Exceptionally, some program assessment instruments or scoring guides/rubrics may go beyond five pages.

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)

Evaluation in the Department of Special Education is ongoing at Kutztown University. Our program follows the CEC standards, quality of instruction, and student participation that comparable undergraduate programs demand. New courses and new content are consistently being added to ensure our candidates become proficient teachers for students with disabilities.
The assessment results presented in the SPA and the data from the overall evaluation and assessments have been analyzed to make improvements to strengthen our program in the areas of content knowledge, professional and pedagogical knowledge and skills, and impact on student learning.

Content Knowledge
PECT module. An online module was developed as a study tool which includes series of practice tests for students to prepare for the Pennsylvania Educator Certification Test (PECT) in Special Education. The content in the practice test (Assessment 2) is directly aligned to the CEC standards and objectives for each module. The use of cumulative assessments in courses was also implemented for teacher candidates to better retain course information. Our SPA data suggests that our candidates develop the necessary entry-level skills required for successful practice upon completion of the program. The faculty also includes applications with content in applicable courses using specific disabilities similar to the practice assessment questions provided. The faculty will also continue to bring in diversity's impact on education through applications and case studies.
Mathematics course. In our program, courses require students to apply knowledge from previous courses. In looking at SPA data and student feedback, students did not feel as confident implementing mathematics instruction for students with disabilities. A new course in mathematics for special educators has been included in the program (SPU 216: Evidence-Based Practices in Mathematics for Students with Disabilities). The inclusion of a mathematics intervention course mirrors the literacy intervention course, SPU 316. The development of a mathematics intervention course provides balance in preparing teacher candidates to address both literacy- and mathematics-based needs in students with exceptionalities. To allow our candidates to practice what they were learning in the classroom, instructional materials grants were written so students could practice implementing evidence-based practices with relevant teaching materials. Teacher candidates appreciate the interaction with these materials and learn about the effectiveness of

mathematics interventions for students with disabilities.

Professional and Pedagogical Knowledge, Skill, and Dispositions
Lesson planning. Teacher candidates develop and implement lesson plans geared for students with both a high- and low-incidence disability as part of their field experience before student teaching. The lesson plan offers teacher candidates the opportunity to implement the principles of backward design and to use the Pennsylvania Standards-Aligned System lesson plan format. Students receive initial instruction in a sophomore level course. The backward design is refined and delivered to PreK-12 students in the early field experiences and during the special education clinical experience.
Field experiences. Teacher candidates participate in a 5-week junior field experience during their last semester of classes in the special education program. They are encouraged to attend additional days to maximize their time in the placement and the number of days has been increased to address this area. Additionally, teacher candidates must complete field hours for several of their earlier courses, giving them the opportunity to get into schools and interact with students with exceptionalities early in their program, paving the way for later, more intensive experiences. The College of Education is also currently working on developing professional development school partnerships with several districts and the faculty in special education are considering ways to use this opportunity to provide teacher candidates with additional, earlier experiences working with students with exceptionalities in authentic settings. Recent development of two new study abroad opportunities in Cuba and South Africa will offer teacher candidates the opportunity to implement course material as a field experience in culturally and linguistically diverse settings. The final field placement, the clinical experience, is an eight-week placement in a special education classroom in which the teacher candidate assumes the entire role of the classroom teacher through gradual release from the school based mentor teacher. Teacher candidates plan and deliver backward lesson plans, monitor behavior, and provide feedback to PreK-12 students.
Conference involvement. Another strength to our program is our student attendance and presentations at conferences including the state Council for Exceptional Children (CEC) conference, as well as the national CEC conference. Students and teacher candidates present at the National Association of Professional Development Schools (NAPDS) Conference. Teacher candidates applying research skills and gaining professional development while at the undergraduate level greatly enhances their learning and they have a deeper understanding of evidence-based practices and the importance of being lifelong learners. Students pair with a faculty member to develop a topic of study, conduct the research, and present it in a full session or poster session format.

Impact on Student Learning
Research Support. Two assessments, Assessment 5: Learner Evaluation and Assessment 7: Behavior Intervention Plan, indicate that teacher candidates have difficulty with research design, data collection and analysis, and the discussion of research findings. This indicates that the program could be

enhanced by greater emphasis on designing and carrying out action research that is related to student learning. More introduction to the basic tenets of research, how to design and carry out a project, and how to interpret and discuss results can facilitate the potential for teacher candidates to enter the workforce as effective consumers and producers of research and can guide teacher candidates to structure the work they do in their future classrooms from a more inquiry- and evidence-based perspective. In addition to opportunities to learn and apply the principles of research through their coursework in the program, teacher candidates would also benefit from increased opportunities to work alongside professors as research assistants. Such opportunities allow teacher candidates to position themselves in an apprentice role that allows for guided practice in newly learned approaches and the chance to consider and ask relevant questions that they may not otherwise consider.

Summary
Using this process has helped the faculty in the special education program improve all areas of instruction and ensure teacher candidates are applying the knowledge they have learned in the classroom. The changes we implemented over the past evaluation period have been very beneficial including adding more hands on classroom experience, increasing classroom content in working with students with low incidence disabilities, observations and practical experiences throughout all courses, and providing more opportunities with the use of technology. Thus far, feedback has been positive and these changes are helping the program to grow.

Additionally, the special education faculty have been able to identify areas for further growth such as the opportunity for teacher candidates to learn the principles of research earlier in the program and engage in research-based activities in a manner that will help them make connections between the use of research and the day-to-day work teachers do in their classrooms. Further opportunities for teacher candidates to work with faculty as research assistants will also help strengthen the program and prepare teacher candidates as strong teacher-researchers who can effectively consume, collect, and utilize data in a manner that enhances the work they do with their students.

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

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the CAEP website at http://caepnet.org/accreditation/caep-accreditation/spa-program-review-policies-and-procedur

    (Response limited to 24,000 characters.)

Please click "Next"

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