

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:

Name of Preparer:

Dr. Nicole Johnson

Phone: Ext.

(570) 205-9487

E-mail:

njohnson@kutztown.edu

5. CAEP Coordinator's Information:

Name:

Dr. Carissa Pokorny-Golden

Phone: Ext.

(610) 683-4333

E-mail:

pokorny@kutztown.edu

6. Name of institution's program

Bachelor's Degree in Special Education PK12 - Visual Impairment

7. CAEP Category

Special Education-Visual Impairment

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

PreK-12 Visual Impairment

(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
- Teacher of Students with Visual Impairments
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 Special Education Program on Visual Impairment 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, 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 Teacher of the Visual Impairment (TVI) PreK-12. The TVI program is offered in conjunction with certification in elementary education (grades PreK-4) or middle level elementary education (4-8). Teacher of the Visually Impaired majors 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 Teacher of the Visually Impaired PRAXIS II test. KU offers certification in the area of Teacher of the Visually Impaired, PreK-12. TVI majors must also complete all coursework required for either the PreK-4 or the 4-8 grade level education degree and they are eligible for dual certification.

All teacher candidates in the Commonwealth of Pennsylvania must achieve a cumulative 3.0 GPS, a C or better in three hours of English composition, 3 hours of English Literature, and six hours of mathematics. All teacher candidates must pass one of the Basic Skills Assessment Test Options (see attached), maintain a 3.0 GPS in the major and overall, complete all courses in the major with a minimum of "C," complete hours of field observations prior to student teaching, and take and pass the Praxis II examination. The clinical experience requirement is a minimum of 12 weeks. Teacher candidates submit criminal clearances, which include Act 34 Criminal History Report, the Act 151 Child Abuse History Report, Act 114 FBI Federal Criminal History Record (Fingerprinting), Act 24 Arrest and Conviction, Act 126 Mandated Child Abuse Reporter Training and the TB testing result when the teacher candidate enters the College of Education and again prior to the final clinical experience

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 teacher candidate in the program on visual impairment completes three types of field experiences. The first early experiences include 65 hours of observation/hands on experiences in a variety of settings.

SPU 101 - 5 Hours in early intervention/early childhood (freshman)

Cooperating Teacher

SPU 200 - 5 Hours with an itinerant teacher for the blind (first semester sophomore year) Cooperating Teacher

SPU 201 - 5 Hours in general special education (freshman) Cooperating Teacher

SPU 202 - 5 Hours in general special education (first semester sophomore year) Cooperating Teacher

SPU 204 - 10 Hours at a specialized school for the blind (early childhood and elementary age) (second semester sophomore year) arranged/supervised by the professor in visual impairment

SPU 221 - 10 hours at a specialized school for the blind (middle school and water therapy) (second semester sophomore year) arranged/supervised by the professor in visual impairment

SPU 300 - 10 hours at a specialized school for the blind (high school and transition program) (second semester sophomore year) arranged/supervised by the professor in visual impairments

SPU 302 - 10 hours with an itinerant teacher for students with visual impairments (junior year) cooperating teacher

SPU 330 - 5 hours in a classroom with students with multiple disabilities and visual impairments (junior year) cooperating teacher

Each field experience is documented with a form signed by the cooperating teacher and includes the teacher candidate's reflection on the experience.

The second field experience is part of the junior year elementary education professional semester. Candidates in this program complete six weeks in an elementary classroom and special education/visual impairment are released to complete one week with a teacher of students with visual impairments (TVI).

During this week long experience candidates are expected to teach lessons in content areas, work with individual students, review an IEP with the TVI, and assist the TVI as needed (i.e. - assisting in assessment, record keeping, filling out travel logs, etc.) Teacher candidates complete a form signed by the cooperating teacher and include reflections chronicling the events of the experience. In addition, candidates need to submit full written lesson plans that they conducted throughout the week.

The third experience at Kutztown University is the capstone clinical field experience and is completed in the first or second semester of the senior year. The clinical field experience is comprised of two eight-week placements. Teacher candidates in the Program on Visual Impairment complete one eight week experience in visual impairment and one eight week experience in elementary education (PreK-4 or 4-8). Two university supervisors/faculty members (one for elementary education and one for visual impairment) supervise each candidate. The candidate is observed at least three times during each experience by the university supervisor. Also, a cooperating teacher certified in elementary education/visual impairment is employed by the University to oversee each clinical experience. During the clinical field experience semester, the teacher candidates meet weekly, on campus, for practicum session with the university supervisor. The purpose of the practicum is to allow candidates to share experiences with other candidates, discuss current trends and issues, discuss any new information since their last class in visual impairment, and for their university supervisor to process their practical application of learning. Teacher for students with visual impairments candidates are required to develop lesson plans and teach lessons, complete an IEP unique to the school system where they complete the clinical experience, review student folders, complete FVA/LMA, document student progress from the lessons they teach, and implement progress monitoring responsive to the

school district. Additionally, each candidate completes a mock interview experience and a resume writing session in practicum and other large practicum sessions as scheduled by the clinical experience office.

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)

Chapter 354-Title 22-PA code directs that candidates admitted to teacher education programs must have passed the basic skills assessment (PRAXIS I, PAPA, or SAT/ACT requirement), have a 3.0 grade point average (GPA), and a minimum grade of "C" in 6 semester credits of college level mathematics and 6 semester credits of English composition/literature at the completion of 48 credits.

KUTZTOWN UNIVERSITY STAGE REQUIREMENTS

For entry into the college of education teacher certification program candidates need at least a 3.0 GPA and received at least a 900 on the SAT's prior to 2016 and 980 on SAT's after 2016 or meet ACT requirement. Below outlines admission and stage requirements within Kutztown Universities College of Education.

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

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

CEC Initial Teacher Preparation Standards were used
 Standard 1: Learner Development and Individual Learning
 Standard 2: Learning Environment
 Standard 3: Curricular Content Knowledge
 Standard 4: Assessment
 Standard 5: Instructional Planning & Strategies
 Standard 6: Professional Learning and Ethical Practice
 Standard 7: Collaboration

Specialty Set: Initial Special Education Blind and Visual Impairments

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.)

Special Education VI 4-8 Mathematics & English Lang. Arts and Reading 7-17-14.docx	Special Education VI 4-8 Mathematics & Science 7-17-14.docx
Special Education VI 4-8 Mathematics & Social Studies 7-17-14.docx	Special Education VI 4-8 Science and English Lang Arts and Reading 7-17-14.docx
Special Education VI 4-8 Science and Social Studies 7-17-14.docx	Special Education VI PreK-4 8-21-15.docx
Visual Impairment Core Course Titles and Descriptions.docx	

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: Teacher of Students with Visual Impairments Baccalaureate		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	16	14
2014-2015	11	10

2013-2014	10	9
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(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	Nicole Johnson
Highest Degree, Field, & University ⁽³⁾	Ed.D., Special Education concentration in Deaf-Blindness
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty for six vision courses and clinical experience supervisor
Faculty Rank ⁽⁵⁾	Assistant Professor
Tenure Track	<input checked="" type="checkbox"/> 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. (2015). Improving Braille Reading Fluency: The Bridge to Comprehension. Journal of Blindness Innovation and Research, 5 (2). Retrieved from https://nfb.org/images/nfb/publications/jbir/jbir15/jbir050204.html . doi: http://dx.doi.org/10.5241/5-83 * Educational Testing Service (ETS): Praxis Braille National Advisory Committee National Council for Exceptional Children: Division on Visual Impairments & Deafblindness Secretary (elected for two terms) January 2014 - January 2018
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Taught for one year in early intervention in Pennsylvania as a teacher of the blind and visually impaired Taught for five years in school districts Prek-12 as a teacher of the blind and visually impaired and Orientation & Mobility Specialist

Faculty Member Name	Kathleen Stanfa
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Collaborates on research/ course ideas and grading for inter-reliability
Faculty Rank ⁽⁵⁾	Associate Professor
Tenure Track	<input checked="" type="checkbox"/> 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. (2017). Improving Fluency in Braille Readers Using Repeated Readings. Journal of Blindness Innovation and Research Lecturer at the National Getting in Touch with Literacy Conference on Braille Instruction: New Mexico: 2015 National Council for Exceptional Children: Division on Visual Impairments & Deafblindness, Board Member
Teaching or other professional experience in P-12 schools ⁽⁹⁾	7 years teaching experience (5-12) 4 years secondary special education clinical supervision NY certificates; Language Arts 7-12; Special Education K-12

(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.

- 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)	PRAXIS II	State Licensure Test	Prior to clinical experience
Assessment #2: Assessment of content knowledge in special education (required)	Comprehensive Final Exam	Comprehensive Final Exam	Junior year upon completion of last vision course
Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plan	Case Study with Rubric	SPU 202 & SPU 300 (throughout sophomore year)
Assessment #4: Assessment of student teaching (required)	PDE 430	State Licensure, Document, rubric	While Completing SPU 390/SPU 391 (Senior Year) Clinical Experience
Assessment #5: Assessment of candidate effect on student learning (required)	Learner Evaluation	Case Study with Rubric	While completing SPU 390/391 (Senior Year) Clinical Experience
Assessment #6: Additional assessment that addresses CEC standards (required)	Individualized Education Program (IEP)	Case Study with Rubric	While completing SPU 302 (Junior Year)
Assessment #7: Additional assessment that addresses CEC standards (optional)	Vision Assessment: Functional Vision Assessment/Learning Media Assessment	Rubric for assessment of student with visual impairment	While completing SPU 221 (last semester sophomore year)

Assessment #8: Additional assessment that addresses CEC standards (optional)	Case Studies/Educational Programming	Rubric for sixteen case studies/scheduling activity	While completing SPU 302 (junior year)
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(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.

#1	#2	#3	#4	#5	#6	#7	#8
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

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.

#1	#2	#3	#4	#5	#6	#7	#8
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

(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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

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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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

(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

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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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
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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

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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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 collect 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)

Use of Assessment Results to Improve Program

Evaluation in the Department of Special Education and in the Program on Visual Impairment is on-going at Kutztown University. Since the majority of vision programs in the United States are at the graduate level (2 out of 3 programs in PA are graduate) it has been important that our Program follow the same standards, quality of instruction, and student participation that graduate programs demand. New courses and new content are always being added to better prepare our candidates to become excellent teachers for students with visual impairments. The assessment results presented in the SPA have been analyzed and the data from the overall evaluation and assessments have been used, and will continue to be used, to improve and strengthen our program in the area of content knowledge, professional and pedagogical knowledge and skills, and effects on Prek-12 student learning.

In the program, one of the pedagogical strengths has been the sequence of courses with each cohort going through the program together. Each course becomes more difficult and builds on the previous. The cohort produces a strong connection between students, the program, and faculty. Students clearly understand the intensity of the program and the high level of work required. An example is content taught in a sequence with knowledge spiraled throughout the program. For example, candidates are required to take two Braille courses; Braille 1 Unified English Braille and Braille 2 Nemeth and other math codes. The first Braille course includes writing and reading Braille. To support literary braille in the second course students have to complete a comprehensive Braille final exam prior to completing the Braille 2 Nemeth final. In looking at SPA data and student feedback, often by the time candidates reach the last vision course they forget certain literary Braille rules. In fall 2016, Unified English Braille and Nemeth braille was weaved throughout junior year courses and into the comprehensive exam. Teacher candidates did much better retaining information.

The content in the comprehensive final exam (assessment 2) was increased over this evaluation period. Students are required to spend more time on the final than the traditional two hours allotted by the university. The final comprehensive exam takes 2-3 hours for closed book section and six hours for the open book and case study sections. Students in the vision program take

pride in the fact that they must meet this standard at the undergraduate level at the completion of their vision courses.

Another strength is our student involvement as volunteers at the PA Annual Spring Vision Conference, continued attendance and presentations at the Annual CEC Convention, and elected positions as Student Ambassadors to the Division on Visual Impairments and Deafblindness (DVIDB) for 17 of the past 22 years. Teacher candidates getting involved in research and professional development while at the undergraduate level is invaluable to their learning. They leave Kutztown University with an understanding of cutting edge practices and the importance of teachers as life long learners.

Knowledge of working with students with multiple disabilities and visual impairments is an area that was identified that needed improvement in our program. Teacher candidates struggled with instructional planning/strategies to work with this unique population in both case studies and real world application. To provide the increase in content knowledge around this area an addition of a new course in "Teaching Students with Low Incidence Disabilities SPU 330" was added as a course requirement for candidates in the Teaching Students with Visual Impairments Program. This provided opportunity for in-depth learning for teacher candidates and gave them extra observation hours with students who have multiple disabilities. This course has produced a two-fold impact in content knowledge; it has increased our content in working with students with multiple disabilities, as well as providing opportunities to spend more in depth time in other courses on technology and strategies to use with this population. Teacher candidates recently reported that they feel confident working with students with multiple disabilities and visual impairments. This is a great improvement from candidates reporting they were not well prepared with this population.

To allow our candidates to practice what they were learning in the classroom we recognized a need to provide more hands-on experience in technology, and direct work with students. Therefore, two changes were introduced and approved: 1) ordering new technology to utilize throughout program experiences and 2) implementing lessons with students who are visually impaired during the teacher candidates sophomore year. Over the past year over \$15,000 was spent to update the technology for Kutztown Universities Vision Program. Technology purchased included items that are cutting edge in the field including up to date Braille Notes, iPad applications, blue tooth braille displays, book readers, etc. The technology is not integrated through all courses in assignments so teacher candidates enter their clinical experience feeling comfortable with some of the technology they will be teaching. Teacher candidates reported they felt very comfortable entering student teaching and understood how to use the technology they were teaching to their students.

Implementing lessons at Overbrook School for the Blind has been an added benefit over this evaluation period. Prior to this implementation students did

not teach their first hands on lesson with students who were visually impaired until the end of their junior year. Teacher Candidates are placed in a classroom for eight days at Overbrook School for the Blind. Over the course of the eight days, teacher candidates have to implement a lesson using items they created earlier in the semester (tactual books, book bags, reading inventories, etc.). They work with the classroom teacher so the lesson builds on what the students are learning. Students reflect that they found this experience to be invaluable to their learning. They come back to the classroom with new ideas and really begin to understand how important what they are learning in the classroom is to their future careers. Students write reflections that have been thought provoking including first reactions to working with students with very low incidence disabilities.

Using this process has helped the faculty in the program improve areas around content knowledge, professional and pedagogical knowledge, skills, and dispositions, and student learning. The process is a great asset in helping to improve our program and ensure teacher candidates are applying what they have learned in the classroom. The changes we have made over the past evaluation period have been greatly positive including adding more hands on classroom experience, increasing classroom content in working with students with low incidence disabilities, weaving braille 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.

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>

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