

**NATIONAL RECOGNITION REPORT
PREPARATION OF SPECIAL EDUCATORS (2012)**

NATIONAL RECOGNITION REPORT

Preparation of Special Educators (2012 Standards)

NCATE recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

COVER PAGE

Name of Institution

University of Puerto Rico at Cayey

Date of Review

MM DD YYYY

02 / 01 / 2015

Response

This report is in response to a(n):

- Initial Review
- Revised Report
- Response to Conditions Report

Program(s) Covered by this Review

Special Education - General Program

Grade Level⁽¹⁾

4th - 6th

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

Program Type

First Teaching License

Award or Degree Level(s)

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

PART A - RECOGNITION DECISION

SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required **OR** Nationally recognized with probation **OR** Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)

The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

State licensure exam not submitted.

Summary of Strengths:

Program is developmentally sequenced and provides for a range of abilities. Assessments and rubrics are clearly aligned to each of the 7 CEC standards. Data for the majority assessments collected for three applications. Clinical fieldwork/supervision experiences are structure for 300 hours. Evidence of clinical and field supervision by qualified professionals provided.

Faculty meet and review program requirements and assessment data. Faculty meet and determined that they would no longer offer the comprehensive exam and will begin a pilot alternative assessment in 2015.

PART B - STATUS OF MEETING SPA STANDARDS

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

Met Met with Conditions Not Met

Comment:

Evidence provided that supervision is provided by qualified professionals. Evidence of specific requirements for coordinating teachers provided. Program provides evidence of a developmentally sequenced field experiences.

Standard 1: Learner Development and Individual Learning Differences

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

(1.1) Beginning special education professionals understand how language, culture, and family

background influence the learning of individuals with exceptionalities.

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

Met



Met with Conditions



Not Met



Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 1:

Assessment 1 Departmental Content Exam

Assessment 2 Grades

Assessment 3 Unit Plan

Assessment 4 Clinical Experience Rubric

Assessment 5 Teacher Work Sample

Assessment 7 Oral Report

In regards to the Assessments 1, 2, 3, 4, 5 and 6:

Assessment 1 - Departmental Content Exam description and candidate data is not evident. The program states that in 2012 the decision was made to move to an alternative assessment, which will pilot in 2015. Description alignment with the CEC Standard 1: Learner Development and Individual Learning Differences not evident.

Assessment 2 - Grades description and candidate data is present. Candidates pass courses at 90% and above. Descriptions of each course alignment with the CEC Standard 1: Learner Development and Individual Learning Differences provided.

Assessment 3 - Unit Plan, Assessment 4 - Clinical Experience Rubric, Assessment 5 - Teacher Work Sample, and Assessment 7 - Oral Report descriptions, scoring rubrics and program candidate data for three years is present and aligned to each other. Program Assessment 3, 4, 5, and 7 are aligned with CEC Preparation Standard 1, indicating clear connections and candidate mastery of Learner Development and Individual Difference

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 1 and that the program data indicates candidates are mastering the respective knowledge and skills, however, data is not evident for Assessment 1, thus Standard 1 is met with conditions.

Standard 2: Learning Environments

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

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

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

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

Met

Met with Conditions

Not Met

Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 2:
Assessment 4 Clinical Experience Rubric
Assessment 6 Community Service Project

In regards to the Assessments 4 and 6; the description, scoring rubrics and data are present and aligned to each other.

Assessment 4 - Clinical Experience Rubric and Assessment 6: Community Service Project provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 2, Learner Environments.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 2: Learner Environments and that the program candidate data indicates candidates are mastering the respective knowledge and skills.

Standard 3: Curricular Content Knowledge

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

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

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

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

Met

Met with Conditions

Not Met

Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 3:
Assessment 3 Unit Plan
Assessment 4 Clinical Experience Rubric
Assessment 5 Teacher Work Sample
Assessment 7 Oral Report

In regards to the Assessments 3, 4, 5 and 7; the descriptions, scoring rubrics and data are present and aligned to each other.

Assessment 3 - Unit Plan, Assessment 4- Clinical Experience Rubric, Assessment 5 - Teacher Work

Sample and Assessment 7 - Oral Report provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 3, Curricular Content Knowledge.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 3: Curricular Content Knowledge and that the program data indicates candidates are mastering the respective knowledge and skills.

Standard 4: Assessment

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 4: Assessment:

Assessment 3 Unit Plan

Assessment 4 Clinical Experience Rubric

Assessment 5 Teacher Work Sample

In regards to the Assessments 3, 4 and 5; The description, scoring rubrics and data are present and aligned to each other.

Assessment 3 - Unit Plan, Assessment 4 - Clinical Experience Rubric, Assessment 5 - Teacher Work Sample provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 4: Assessment.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 4: Assessment and that the program data indicates candidates are mastering the respective knowledge and skills.

Standard 5: Instructional Planning and Strategies

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

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

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

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 5: Instructional Planning and Strategies

Assessment 3 Unit Plan

Assessment 4 Clinical Experience Rubric

Assessment 5 Teacher Work Sample

In regards to the Assessments 3, 4, and 5; the description, scoring rubrics and data are present and aligned to each other.

Assessment 3 - Unit Plan, Assessment 4 - Clinical Experience Rubric, Assessment 5 - Teacher Work Sample provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 5: Instructional Planning and Strategies.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 5: Instructional Planning and Strategies and that the program data indicates candidates are mastering the respective knowledge and skills.

Standard 6: Professional Learning and Ethical Practice

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

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

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

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 6: Professional Learning and Ethical Practice

Assessment 3 Unit Plan

Assessment 4 Clinical Experience Rubric

Assessment 5 Teacher Work Sample

Assessment 6 Community Service Project

Assessment 7 Oral Report

In regards to the Assessments 3, 4, 5, 6 and 7; the description, scoring rubrics and data are present and aligned to each other.

Assessment 3- Instructional Planning, Assessment 5 - Student Assessments and Assessment 6 - Individual Education Planning provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 6: Professional Learning and Ethical Practice.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 6: Professional Learning and Ethical Practice and that the program data indicates candidates are mastering the respective knowledge and skills.

Standard 7: Collaboration

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

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

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

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

Met



Met with Conditions



Not Met



Comment:

The program report identifies the following program assessments as having elements that align with CEC Preparation (Content) Standard 6: Professional Learning and Ethical Practice

Assessment 3 Unit Plan

Assessment 4 Clinical Experience Rubric

Assessment 5 Teacher Work Sample

Assessment 6 Community Service Project

Assessment 7 Oral Report

In regards to the Assessments 3, 4, 5, 6 and 7; the description, scoring rubrics and data are present and aligned to each other.

Assessment 3 - Instructional Planning, Assessment 5 - Student Assessments and Assessment 6 - Individual Education Planning provides evidence that the assessments and scoring guides are aligned with the major elements of the CEC Preparation Standard 7: Collaboration.

The preponderance of evidence establishes that the program assessments align with the CEC Preparation Standard 7: Collaboration and that the program data indicates candidates are mastering the respective knowledge and skills.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates' knowledge of content

The preponderance of evidence presented for the program assessments and the extent of their alignment to the major elements of CEC Preparation (Content) standards preliminary indicates that the program candidates have satisfactory mastery of special education professional content knowledge. Preliminary mastery is based on limited data to support evidence of candidate content knowledge. Assessment 1 data not evident.

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

The preponderance of evidence presented for the program assessments and the extent of their alignment to the major elements of CEC Preparation (Content) standards preliminary indicates that the program candidates have satisfactory ability to understand and apply pedagogical and professional content knowledge, skills and dispositions.

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

The preponderance of evidence presented for the program assessments and the extent of their alignment to the major elements of CEC Preparation (Content) standards preliminary indicates that the program candidates have satisfactory ability to impact K-12 student learning.

PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

As reported by the program, a review and analysis of the data from the program's seven assessments yields reflection. As a result, the program identifies patterns, make recommendations, take action and review noticed improvement in candidate outcomes. It is not evident that faculty meet to review data.

PART E - AREAS FOR CONSIDERATION

Areas for consideration

None.

PART F - ADDITIONAL COMMENTS

None.

F.2. Concerns for possible follow-up by the Board of Examiners:

None.

PART G -DECISIONS

Please select final decision:

- National Recognition with Conditions.** The program will be listed as nationally recognized on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the time period specified below, in its published materials. National recognition is dependent upon NCATE accreditation.

NATIONAL RECOGNITION WITH CONDITIONS

The program is recognized through:

MM DD YYYY

02 / 01 / 2017

Subsequent action by the institution : To retain national recognition, a report addressing the conditions to recognition must be submitted in accordance with the instructions below. The program has **up to two opportunities** to address conditions. If the program is submitting a Response to Conditions Report **for the first time**, the possible deadlines for submitting that report are 3/15/15, 9/15/15, 3/15/16, or 9/15/16. *Note that the opportunity to submit a second Response to Conditions report (if needed), is only possible if the first Response to Conditions report is submitted on or before the 3/15/16 submission deadline; however, the program should NOT submit its Response to Conditions until it is confident that it has addressed all the conditions in Part G of this recognition report.*

If the program is currently Recognized with Conditions and is submitting a **second** Response to Conditions Report, the next report must be submitted by the date below. Failure to submit a report by the date below will result in loss of national recognition.

MM DD YYYY

09 / 15 / 2016

The following conditions must be addressed within 18 months (or within the time period specified above if the program's recognition with conditions has been continued). See above for specific date.

CEC Preparation (Content) Standards 2, 3, 4, 5, 6 and 7 were found to met Standard 1 was found to be "met with conditions". The program resubmission report must include:

1. Assessment 1 – Departmental Content Exam – Description, data and alignment to CEC standards needed.

Please click "Next"