

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. Programs can use either the 2001 or the 2012 standards through Fall 2014. Beginning in Spring 2015, programs submitting reports must use the 2012 standards.

NATIONAL COUNCIL FOR ACCREDITATION OF TEACHER EDUCATION

COVER SHEET

1. Institution Name

National Louis University

2. State

Illinois

3. Date submitted

MM DD YYYY

09 / 14 / 2016

4. Report Preparer's Information:

Name of Preparer:

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6. Name of institution's program

Special Education MAT LBS I

7. NCATE Category

Special Education-General Curriculum

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

K-12

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

9. Program Type

- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

- 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

Type 10 LBSI (Learning Behavior Specialist 1)

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 unit seeking

- NCATE accreditation for the first time (initial accreditation)
- Continuing NCATE accreditation

16. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section 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 School of Teacher Preparation houses the Special Education Program at National Louis University, which strictly and proudly follows the standards established by the Council for Exceptional Children (CEC) in preparing student candidates. We share with CEC a long history of innovation and social justice as well as a strong active belief in standards-based and outcomes-supported practices with an emphasis on research in the field leading to best practices in the classroom; both for our teacher candidates and the students they will ultimately impact. These coherent, evidence-based standards for the preparation of Special Education professionals are a powerful tool that provides clear direction and purpose for programs that prepare Special Education professionals. CEC developed and supports professional preparation standards in 10 key areas that serve as widely held expectations about what Special Education professionals know and are able to do as they work with individuals with exceptional learning needs kindergarten to 21 years old.

The CEC standards are applied to all initial preparation programs of Special Education, including the MAT program, the focus of the current report. The standards are applied in the development of coursework and field experiences and are assessed within and across courses within the MAT program. In addition to the 10 program standards developed specifically by CEC, our program also requires that candidates meet a) the Illinois Learning Behavior Specialist 1 Standards, b) the Illinois Special Education Core Standards, c) the Illinois Professional Teaching Standards, as well as d) outcomes being developed by the our own internal program standards. At the same time, as these points are being integrated throughout our LBS1 programs, the program also places specific emphasis on preparing candidates to work with diverse students with diverse needs in diverse settings. Candidates are given the opportunity to acquire and apply knowledge, skills and dispositions necessary to help all students learn and demonstrate competency in this area through multiple methods. Our goal is the development of educators who can help all students learn and who can teach from multicultural and global perspectives that draw upon the histories, experiences, and representations of students from diverse cultural backgrounds. We provide opportunities for candidates to understand the role of diversity and equity in the teaching and learning process through coursework, observation and practice. Candidates learn about exceptionalities and inclusion as well as gender differences. Through methods courses and internship, candidates demonstrate that they can apply their knowledge of diversity, including exceptionalities, to work in schools with all students. We are particularly strong in diversity as it relates to disability studies, as several of our professors themselves are people with disabilities.

experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

The State of Illinois requires no specific amount of preclinical experiences before student teaching. However, they do require that there be intensive and extensive preclinical experiences. The Special Education program has expanded this requirement to a minimum of 120 hours of preclinical experiences. Many of these hours are assigned in various program courses and other hours must be experienced independently of course requirements. Candidates are assessed during the student experience for appropriate knowledge, skills, and dispositions. We do require additional preclinical hours above what are required by the state, because these experiences are specifically scaffolded to be relevant to learning outcomes and student impacts in conjunction with the topics at hand. For example, in SPE 506: Frameworks and Perspectives, candidates may be introduced to young adult self-advocates with disabilities who have volunteered to be interviewed and represent their views in contrast with their histories, and given opportunities to spend time with them, culminating in a written biography from the viewpoint of a person who went through the special education systems. In SPE 501: Educational and Diagnostic Assessment of Exceptional Children & Adolescents, on the other hand preclinical experience time is used to give teacher candidates structured classroom opportunities to practice administering and interpreting the types of assessments that might come up in an Response to Intervention (RTI) situation, for example, and making instructional decisions based on outcomes, then presenting them to colleagues in class or to an IEP team. Some of these hours are necessarily over and above the 100 hours required by the state, to enhance the richness and diversity of experience offered. Student Teaching placements are arranged by the University and require the candidate to apply in advance. All cooperating teachers have tenure and all university supervisors have at least 10 years of teaching experience, which is well above the three years ordinarily considered acceptable. The competency appraisal form is a carefully constructed rubric used by the university supervisors to assess the teacher candidate's abilities across the core competencies, as attached and shown in section four.

SPE 592C Student Teaching is one academic term of full-day (10-12 weeks; minimum 6 hours per day) unpaid student teaching. The Special Education Clinical Placement Coordinator and the cooperating school negotiate the dates and times of this placement. Candidates are notified when the details for their student teaching placement are verified. The student teacher moves into observation first, entering and getting to know the culture of the classroom. At this point with the supervision of the cooperating teacher and the university supervisor, the candidate begins to create the lesson plans for taking over a

few classes and does so. By mid-term, he or she is on track to take over the class as a whole. This semester that meets five times per quarter is an integral part of the student teaching experience and scaffolds the situation, making professionals available to deal with issues and questions that the candidates have and is used to update them on happenings in the field of special educations (i.e. law, policy, strategies and new approaches). It is a state requirement to complete the 100 hours of pre-clinical participation. Pre-clinical hours must be completed during the time when a candidate is enrolled in the program. Candidates who work fulltime during the day and attend classes in the evening often use personal and/or vacation time in order to achieve this requirement.

Candidate field experiences are closely supervised by university faculty (either full-time faculty or part time adjunct faculty either of whom must have ten or more years teaching experience, see above), in collaboration with cooperating teachers in school settings. Cooperating teachers (all of whom have tenure, see above, and are selected by the Practicum Coordinator based on supervisory recommendations of excellence and modeling professional best practice) are instructed to involve students in all aspects of teaching, planning, child assessment, interaction with parents, and classroom management. Candidates design lesson plans that fit into classroom's ongoing themes and implement curriculums under the close supervision of the cooperating teachers. The university supervisors meet with candidates and cooperating teachers on a regular basis and are required to observe candidates' curriculum implementation practice at least 5 times. Both cooperating teacher and university supervisor are

responsible for completing student teaching relevant assessments in conjunction. Part of the faculty team involved as university supervisors in addition to full-time faculty are also adjuncts. The adjunct faculty members who act as university supervisors for the LBS1 program at NLU are seasoned professionals with at least a Masters degree plus 15 hours beyond in addition to ten years teaching experience as well as experience in supervision or administration in the public or private sector for students identified with special needs. We take great pride in the varying perspectives they bring to the table and involve them in discussions with regard to the constant revision and new concepts being considered, providing valuable information about what schools are currently asking for with regard to the teachers they hire. At the same time departmental full time faculty are always available as resources in terms of course content, research, up-to-date texts, etc. This close working relationship is doubly beneficial. We are continually evaluating our program and developed evaluation procedures designed to make the

practicum/student teaching a learning experience that will make our graduates master teachers. These involved feedback from the student teachers, cooperating teachers, university supervisors and the school districts we place our candidates, at several points during the process and reflexively utilizing these data.

ALT Cert - Students complete a jump start program consisting of three courses and then complete a residency program where they are a full-time teacher or co-teacher. Residency is completed in the public schools including without limitation a charter school, or in a State-recognized nonpublic school in which the chief administrator is required to have the licensure necessary to be a principal in a public school in this State and in which a majority of the teachers are required to have the licensure necessary to be instructors in a public school in this State.

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)

ADMISSION: Candidates' official transcripts sealed in original envelopes from all undergraduate and graduate institutions, including community colleges, are evaluated. Foreign transcripts must first receive a course-by-course evaluation by one of the NLU approved agencies.

Prior to admission, candidates must pass the Miller Analogies and Illinois Basic Skills Tests. The Miller Analogies Test is waived for those holding a master's degree. GRE scores are also accepted in lieu of the Miller Analogies if taken in the past 5 years. TOEFL score (Internet based of 79, Paper based of 550, Computer based of 213) is required for applicants whose native language is other than English and whose previous education is outside the United States.

Applicants must have a minimum 3.0 GPA in the last 60 hours of coursework. The Office of Admissions will consider GPA's between 2.5 and 2.99 for admission on an individual basis. Prior to admission, if a candidate has comparable course work from another institution, up to 9 credit hours of SPE program coursework may be transferred in for credit. If candidates don't maintain a 3.0 GPA or receive an unacceptable

grade in any of the prospective transfer coursework, they need to retake these courses first, prior to official admittance to the program.

RETENTION: To remain in the program, candidates have to maintain a 3.0 GPA. Otherwise, they are placed on academic probation for a term. If candidates don't bring up their GPA, they will be dismissed from the University. Our courses are graded in the traditional A-F system, with syllabi explaining what the grades mean, A being Excellent, and how to obtain that through mastery learning. In each course, candidates choose artifacts from within that course to indicate mastery learning of key indicators. In the portfolio process, candidates select these artifacts and write rationales as to how the artifacts illustrate their mastery of and embodiment of the indicator, as well as self-assessment documentation on their own skills and what they have gained from engaging in the learning processes. Candidates need a minimum of a B grade for methods courses and candidates who get a C or lower must retake the course. Similarly, candidates need to get a C or higher in all other coursework, and retake a course for which they receive a D or F.

EXIT: To graduate from the SPE MAT program, candidates have to finish all required course work at a satisfactory level (GPA > 3.0). In addition, in order to receive Illinois State certification, a passing score is required on the Assessment of Professional Teaching K-12 (ICTS #104), the Learning Behavior Specialist I test (ICTS #155) and the Special Education General Curriculum Test (ICTS #63). Our exit has a particularly heavy emphasis on the portfolio review and the Student Impact on Learning Project, for the reasons described above. We as a program believe that mastery learning of and demonstration of the skills and performative aspects needed to be an excellent teacher are paramount in what we are trying to achieve. To that end, each of our candidates must prepare a detailed Impact on Learning Project and a comprehensive Portfolio (for both of the rubrics, please see attached). The Impact on Learning Project is completed in the context of an in depth methods course scaffolded by the professor who gives formative and summative feedback throughout the process. The Portfolio, assistance and feedback has been given throughout the program by professors in any or all courses, is examined and adjudicated by a team of professors at the end of a candidate's program. Full-time faculty read the rationales and look at the artifacts while students answer questions about these, and their experiences.

ALT Cert - Following completion the Jump Start coursework, candidates will apply for their Educator License with Stipulations endorsed as an Alternative Provisional Educator in order to enter Year 1 of the residency.

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

CEC 2012 Initial 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.)

Study_Plan.pdf	SPE_Catalog_306.doc
Alt Cert Study Plan	

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 MAT Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	118	19
2014-2015	127	56
2013-2014	129	34

Program: Special Education ATL Program		
Academic Year	# of Candidates Enrolled in the Program	# of Program Completers ⁽²⁾
2015-2016	67	12
2014-2015	117	49
2013-2014	171	33

⁽²⁾ NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program's requirements.

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

Faculty Member Name	Bechard, Amber
Highest Degree, Field, & University ⁽³⁾	Ed. D., Curriculum & Instruction, Aurora University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Publications Bechard, Amber. (2016). One Teacher s Journey: An examination of the link between evolving teacher identity and practice and the changing socio-political context of education. In Challenges Associated with Cross-Cultural and At-Risk Student Engagement edited by Richard Gordon, to be published by IGI Global fall 2016. Presentations SISU Pacific Conference on k-12 Education. Title: Socratic Discussions in the Classroom: A Tool for Building Critical Thinking and Effective Communication Across Dimensions of Difference. June 3-4, 2016. Palm Springs, CA. 21st Annual Conference on Advancing School Mental Health Title: Deconstructing the School Based Mental Health Service Delivery Model: A Systemic Approach to Comprehensive Social Emotional Learning. Accepted for September 2016. San Diego, CA.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	28 years in classroom K-12 teaching, Special Education and General Education, Elementary and Middle School.

Faculty Member Name	Dejewski, Elizabeth Z.
Highest Degree, Field, & University ⁽³⁾	Ed.D., Disability and Equity in Education, (projected 2017), National Louis University MA, Curriculum&Instruction, MA, Administration, Concordia University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Illinois Supervisors of Programs for Hard of Hearing/ Deaf Individuals, Illinois Alliance of Administration of Special Education,
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Education Teacher, Special Education Program Supervisor, LEA rep

Faculty Member Name	DiFrancesca, Peter
Highest Degree, Field, & University ⁽³⁾	Ed.D., Special Education Supervision, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	N/A
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Director of Special Education Program Supervisor for District Special Education Principal - Therapeutic Day School

Faculty Member Name	Faermark, Deborah
Highest Degree, Field, & University ⁽³⁾	CAS, Special Education, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	PhD candidate, current Presenter, Assistive Technology Industry Association, Orlando, Florida 2014 TASH National Convention, Volunteer, Chicago, Illinois, 2011
Teaching or other professional experience in P-12 schools ⁽⁹⁾	5 years general education elementary 9 years special education elementary/middle school

Faculty Member Name	German, Diane
Highest Degree, Field, & University ⁽³⁾	Ph.D., School of Speech, Northwestern University

Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	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⁾	German, D.J. (2009). Child Word Finding, Student Voices Enlighten Us. Featured article in the ASHA Leader. German, D.J. (2008). Formulate a second hypothesis: Word finding based oral reading errors. Featured article in the Newsletter of the Illinois Speech-Language-Hearing Association (ISHA) 33 (2), 10-12. German, D.J., & Newman, R.S. (2007). Oral reading skills of Children with oral language (word finding) difficulties. Reading Psychology, 28:5, 397-442. German, D.J., & Newman, R.S. (2007). Oral reading skills of children with oral language (word finding) difficulties. Reading Psychology, 28:5, 397-442. 2008 ASHA Fellow
Teaching or other professional experience in P-12 schools ⁽⁹⁾	2006-Present: Collaborative Research with Jan Schwanke and Ruth Ravid at Oak Grove School in Green Oaks Il.

Faculty Member Name	Grace, Elizabeth
Highest Degree, Field, & University ⁽³⁾	Ed.D., Disability and Equity in Education, National Louis University, anticipated Fall 2016
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
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⁾	1. AERA Co-Chair for Disability Studies in Education SIG 2. Board of Directors, Society for Disability Studies (SDS is the primary international professional organization for scholarship in disability studies.) 3. Grace, E.J. and Dell Antonio, A. (2016). A Disability Aesthetics of Music. Colloquy: Journal of the American Musicological Society 4. Gernsbacher, M. A., Morson, E., M., & Grace, E. J. (2015). Clinical linguistics: Speech and language on the autism spectrum. Annual Review of Linguistics, 2015, Vol 1.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	20+ yrs behavior specialist and related services and NCPI; COPAA professional advocate; member TASH, NCTM and NCTE.

Faculty Member Name	Gross, Joan
Highest Degree, Field, & University ⁽³⁾	Ed.D., Instructional Leadership, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
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⁾	Invited to present at two Statewide conferences in Best Practices. One presentation, given at two conferences, is about effective strategies to sustain staff morale. The other presentation describes an original curriculum design and the resulting curriculum created for urban adolescents with severe behavior disorders. Created the original curriculum design and led the staff effort to create the curriculum. Copyrighted and have sold it.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Attends all adjunct faculty meetings. Leads the graduating cohort groups debriefing meeting, creates summary. Serves on AdvancED school evaluation committees: two in last 12 months. Principal of Beacon Jr./Sr. High School. Supervises 9 teachers, 9 teacher assistants, two vocational coordinators. Staff training in differentiated instruction, positive student reflection as a therapeutic intervention, led a staff development program on a framework for understanding poverty and its Educational effects. Certified: unlimited LBS1, superintendent approval, director of special Education approval, type 3 (K-8), type 75.

Faculty Member Name	Harkins, Seth
Highest Degree, Field, & University ⁽³⁾	Ed.D., Instructional Leadership, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
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⁾	Member Statewide Leadership Team/Positive Behavior Intervention and Supports; Division of Mental Health representative to the Illinois Autism Task Force; Presentations in Effingham, Peoria, and Springfield re: Transition of Young Adults Challenged with Mental Illness; Published Schools as a Collection of Groups and Communities in Journal of Group and Addictions.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle school and high school teacher, Special Education Administrator, Director of pupil personnel services, Assistant Superintendent, Superintendent, Principal of a Therapeutic Day school.

Faculty Member Name	Imam, Seema
Highest Degree, Field, & University ⁽³⁾	Ed.D., Curriculum and Instruction, National Louis University Ed.D., Islamic Education, Graduate Theological Foundation
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Elementary Education, Special Education, Middle Level, Curriculum and Instruction

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⁾	Chapter in a book titled, "Addressing the Needs of all Learners in the ERA of Changing Standards Board Member of the Islamic School League of America: 2005-2016 Presentation at American Educational Research Assoc 2015, Chgo.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Chicago Public Schools, Teacher 1975-1990 Universal School in Bridgeview, Principal 1990-1995

Faculty Member Name	Kotel, Kathleen
Highest Degree, Field, & University ⁽³⁾	Ed.D., Disability and Equity in Education, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Professional Lecturer
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⁾	Published work, conference presentations, consultant for various organizations associated with disability.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Middle School Teacher

Faculty Member Name	Kryzak, Linda
Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
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⁾	Scholarship: NLU TPACK Senate Faculty Development Project, Online Discussion Board Group. Professional Associations: Since my retirement in 2006, I have not continued my memberships in professional associations due to lack of financial resources. Community Service: ISBE, Surrogate Parent, Students with Special NeEdS in 1994-1999 ISBE, Quality Assurance Senior Reviewer , 1997 - 1999 Phi Delta Kappa, Newsletter Editor, 1989 Special Olympics, Volunteer, 1982 - 1985
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teaching/Professional Experience: 1994-2006, Principal and Director of Instruction and Technology, Pre-K through 8th grade, Franklin Park School District 84, Franklin Park, IL. 1985-1994: Special Education Technical Assistance Supervisor, Pre-K through high school, Leyden Area Special Education Cooperative, Franklin Park, IL.

Faculty Member Name	Lubeck, Debbie
Highest Degree, Field, & University ⁽³⁾	M.A., Curriculum & Instruction, National Louis University M.A., Special Education, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty- Special Education Program
Faculty Rank ⁽⁵⁾	Professional Lecturer
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⁾	N/A
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Director of Special Education, District 107 Director of Curriculum, District 103 Director of Student Support Programs, District 34

Faculty Member Name	Marren, Lisa
Highest Degree, Field, & University ⁽³⁾	M.A., Special Education, Northeastern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input checked="" type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ : List up to 3 major contributions in	Currently enrolled in the Curriculum & Social Inquiry program at NLU

the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Special Ed teacher for Cps for 11 yrs. Small school leader, Public Service & Leadership Academy.

Faculty Member Name	Owen, Valerie
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Professor Emerita/adjunct
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⁾	Illinois Attorney General s Select Committee on Special Education 2012-present Owen,V., Kotel, K., Ramirez, J., Zeitlin, V., Dejewski, E., & Feingold, D. (2014). Advocating for successful school change. In D. Lawrence-Brown & M. Sapon-Shevin (Eds.), Condition critical: Key principles for equitable and inclusive education (pp. 204-218). New York: Teachers College Press. Association of Teacher Educators Member, Resolutions Committee (Presidential Appointment), 2008-present
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Consulting with numerous school districts regarding educational programs for students with disabilities, standards-based assessment, and a court ordered desegregation settlement as well as serving as a expert witness (25 years) Taught early childhood special education (2 years) Taught students with autism (2 years)

Faculty Member Name	Pietron, Janice
Highest Degree, Field, & University ⁽³⁾	M.A., Special Education, Northeastern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	33 Years Maine Township. HS District 207 - General Education, Special Education and Administration

Faculty Member Name	Pitsch, John
Highest Degree, Field, & University ⁽³⁾	M.S., Special Ed, Northern Illinois University M.S., Ed Administration, Governors State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Continue to teach as a substitute in Special Education and General Education at Downers Grove High School, South

Faculty Member Name	Porter, Thomas
Highest Degree, Field, & University ⁽³⁾	M.S .Curriculum and Instruction, Educational Administration, Purdue Ed.D, Diversity and Equity in Education, National Louis University (ABD)
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	N/A
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teaching 17 years Curriculum for math/ESL/Fine Arts 4 years Special Education Director 4 years

Faculty Member Name	Schwanke, Janet
	M.A., Speech Pathology, University of Iowa

Highest Degree, Field, & University ⁽³⁾	
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Presentations: American Speech/language/Hearing Association, Nov 09 (child word finding); Illinois Speech/language/hearing Association, Feb 09 (child word finding); article currently submitted for potential publication, Dual-Focus Vocabulary Instruction (traditional plus word retrieval) with Dr. Diane German and Dr. Ruth Ravid of NLU
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Certified Speech Pathologist, ASHA CCC-SLP, grades pre-12, licensed Illinois SLP, currently working as SLP in K-8 building (caseload primarily grades 1-2).

Faculty Member Name	Schwarz, Patrick
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education & Educational Leadership, University of Wisconsin Madison
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	5 books published since 2006. Significant national and international presentations. Former department chair within last 3 years
Teaching or other professional experience in P-12 schools ⁽⁹⁾	School district consultant for many school districts P-12. University student teacher supervisor P-12. Certification includes LBS I and IL Type 75

Faculty Member Name	Sedin, Elizabeth
Highest Degree, Field, & University ⁽³⁾	M.Ed., Learning Disabilities and Behavior Disorders, National Louis University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	Member of the Glenview Education Foundation. I keep myself informed of new research in the field of Education by reading articles from many organizations and reading books to increase my knowledge of current practices. I apply this knowledge to my course and to the supervision that I do for student teachers.
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Type 03 and LBS I, 9 years teaching elementary and special Education, clinical supervision K-12, I have been a clinical supervisor in special and elementary Education for the past twelve years. I also substitute teach in the Glenview School District 34. I am also on the board of directors for the Glenview Education Foundation.

Faculty Member Name	Silverman, Nancy
Highest Degree, Field, & University ⁽³⁾	MA, Speech Language Pathology, Northern Illinois University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Adjunct Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Adjunct
Tenure Track	<input type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in Professional Associations, and Service ⁽⁷⁾ :List up to 3 major contributions in the past 3 years ⁽⁸⁾	1. I have presented at numerous state, local and several national conferences on topics related to poverty, language development and ELL. 2. I serve on advisory committee for graduate speech language program at Midwestern University 3. I have received ASHA awards for continuing education
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Teaching Supervising grad student interns in field of Speech/lang Facilitating ongoing professional development for Early childhood and SLP's

Faculty Member Name	Smith, Terry Jo
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, University of South Florida
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
Faculty Rank ⁽⁵⁾	Professor
Tenure Track	<input checked="" type="radio"/> YES
Scholarship ⁽⁶⁾ , Leadership in	

Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	Work with a community group related to mental health advocacy. Presentations at conferences. Research that benefitted the university (Noel Levitz Focus groups)
Teaching or other professional experience in P-12 schools(9)	taught 10 years in p-12 Have done a good bit of long term consulting in p-12 Four years of grant work in P-12

Faculty Member Name	St. Pierre, Joy
Highest Degree, Field, & University(3)	Social Work, University of Illinois - Champaign Urbana
Assignment: Indicate the role of the faculty member(4)	Adjunct Faculty - Special Education Program
Faculty Rank(5)	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	Professional Journal Review - IASSW
Teaching or other professional experience in P-12 schools(9)	Intern Supervision, K-8 social work LCSW supervision, K-8 social work Current licensure: Type 73 and LCSW, state of IL

Faculty Member Name	Studnitzer, Allen
Highest Degree, Field, & University(3)	Ed.D., Educational Leadership/Special Education, Elementary Education, National Louis University
Assignment: Indicate the role of the faculty member(4)	Adjunct Faculty - Special Education Program
Faculty Rank(5)	Adjunct
Tenure Track	<input type="checkbox"/> YES
Scholarship(6), Leadership in Professional Associations, and Service (7):List up to 3 major contributions in the past 3 years(8)	Published Yoga as a Therapy for Special Education Consulted with St John Elementary in developing Science Enrichment
Teaching or other professional experience in P-12 schools(9)	Erie Elementary School - 7 and 8 Special Education National Louis University Adjunct Homewood Public School Elementary Teaching

Faculty Member Name	VanSlyke, Pat
Highest Degree, Field, & University(3)	Ph.D., Special Education, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member(4)	Faculty - Special Education Program
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)	Ligon, J., Olson, P., Anderson, P., Van Slyke, P. & Roth, K. (2009). Certification through a standards-based program. Association for Teacher Educators, Annual National Meeting, Dallas, Texas. Wakefield, D., Van Slyke, P. & German, D. (2008). Language difficulties: Technology intervention within an RTI model. Seminar Presentation, American Speech-Language Hearing Association, Annual Convention, Chicago, Illinois. Van Slyke, P. (2008). Language/Literacy and Response to Intervention. Illinois Speech-Language-Hearing Association Annual Convention, Rosemont, Illinois. Publication: Van Slyke, P. (2008). Response to intervention: Effectively intervening with students who struggle with literacy and language skills before they fall too far behind (Grades K-6). Bellevue, WA.: Bureau of Education and Research.
Teaching or other professional experience in P-12 schools(9)	Supervisor of Master's Candidates in SPE Student Teaching; Member of the District 73.5 Partnership; Consultant on national level P-12 schools for children with Landau-Kleffner Syndrome; National presenter on Language & Literacy, Response to Intervention, and Differentiated Instruction in P-12 schools

Faculty Member Name	Wakefield, Donna S
Highest Degree, Field, & University(3)	Ph.D., Special Education, University of Illinois at Chicago
Assignment: Indicate the role of the faculty member(4)	Faculty - Special Education Program
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)	2015 "The Wonder of Wonder: Using YA Literature to Teach Adults about Disability" National Council of Teachers Annual Convention, Bloomington, MN 2015 Book Apps: Evaluation for Classroom Use - Teaching and Learning with the iPad Conference, Raleigh, NC 2015 "Boost Your Productivity: Getting the Most Out of Your iPad" McCormick Foundation Leadership Connections Conference, Invited Presenter, Wheeling, IL 2014 "Google drive: A tool for collaboration, co-teaching and curricular content Assistive Technology Industry Association, Orlando, FL

Teaching or other professional experience in P-12 schools ⁽⁹⁾	Benjamin District #25, West Chicago, IL, Speech- Language Pathologist Bellwood District #88, Bellwood, IL, Speech- Language Pathologist Elmwood Park #401, Elmwood Park, IL, Communication Disorders Teacher Bellwood District #88, Bellwood, IL, Communication Disorders Teacher Proviso Area for Exceptional Children, Maywood, IL, Speech-Language Pathologist Oswego School District #308, Oswego, IL, Speech-Language Pathologist Title 89-313 Area Services Project, Glen Ellyn, IL, Assistant Administrator, Team Leader, Curriculum Director, Speech-Language Pathologist DeKalb Special Education Association, DeKalb, IL, Communication Disorders Teacher West Chicago District #33, West Chicago, IL, Speech-Language Pathologist Northwestern Illinois Association, DeKalb, IL, 1 Communication Disorders Teacher 1979-1980 Waltham Consolidated School District #185, Utica, IL, Speech-Language Pathologist
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Faculty Member Name	Wu, Xiuwen
Highest Degree, Field, & University ⁽³⁾	Ph.D., Special Education, Michigan State University
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
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⁾	Smith, T.J. . Wu, X. et al. (June, 2016). Panel presentation at the 16th Annual Second City International Conference on Disability Studies in Education in collaboration with the Midwest Summer Institute. Des Moines, Iowa. Wu, X., Newman, M., & Degener, S. (Oct., 2015). An examination of teachers' use of primary sources before and after implementation of CCSS. Presentation at Illinois Council for the Social Studies (ICSS) Conference, Palatine, IL. Wu, X., Ross, H., Knauth, S., & Newman, D. (2015). Special and general education teachers use of data in co-teaching. Presentation at the Annual American Educational Research Association (AERA) Conference. Chicago, IL. Coordinator for the B.A. Special Education Program, 2014-present
Teaching or other professional experience in P-12 schools ⁽⁹⁾	1) Has been part of the Faculty Residency Projects for the past three years in which I spent time in high-need urban schools (Elementary and High schools) conducting field-based, practice-based research projects aimed at improving curriculum and coursework at teacher prep; 2) Part of the Adaptive Cycle of Teaching (ACT) curriculum model design team for the undergraduate Special Education Program and has spent time working with teachers from our partnership school and coaching teacher candidates' implementation of evidence-based practices in classrooms

Faculty Member Name	Zilla, Kate
Highest Degree, Field, & University ⁽³⁾	Ph.D., Counseling Psychology, Loyola University Chicago
Assignment: Indicate the role of the faculty member ⁽⁴⁾	Faculty - Special Education Program
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⁾	AERA (April, 2016) Educating for Democracy through Service-Learning Engagement: Service-Learning Habitus among University Faculty, Students, and Community Partners. Washington DC. 2013-2014 National Louis University Faculty Excellence in Service and Engagement Award. 2013-2016 NCE: Curriculum Instruction Committee co-chair (2012-present)
Teaching or other professional experience in P-12 schools ⁽⁹⁾	Glencoe Public Schools: special education teacher (K-3) Northbrook Public Schools: special education teacher (jr. high) Chicago Public Schools: Earle Elementary School/ (elementary & special education teacher)

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

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

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

(6) Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

(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) e.g., 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, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

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

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

Type and Number of Assessment	Name of Assessment ⁽¹²⁾	Type or Form of Assessment ⁽¹³⁾	When the Assessment Is Administered ⁽¹⁴⁾
Assessment #1: Licensure assessment, or other content-based assessment (required)	Learning Behavior Specialist Test (#155)	State licensure Test	Prior to student teaching or service as a teacher of record
Assessment #2: Assessment of content knowledge in special education (required)	LBS I Licensure Portfolio	Portfolio	Beginning, Middle and End of Program
Assessment #3: Assessment of candidate ability to plan instruction (required)	edTPA	Portfolio	Student Teaching
Assessment #4: Assessment of student teaching (required)	Student Teaching Competency Appraisal	Survey	Student Teaching
Assessment #5: Assessment of candidate effect on student learning (required)	Impact on Student Learning Project	Rubric	Student Teaching
Assessment #6: Additional assessment that addresses CEC standards (required)	NCE Dispositions Assessment	Rubric	Beginning, Middle and End of Program
Assessment #7: Additional assessment that addresses CEC standards (optional)	Student Teaching and Technology Survey (Diversity Proficiencies)	Survey	Student Teaching
Assessment #8: Additional assessment that addresses CEC standards (optional)			

(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.

<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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(1.2) Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.

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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.

#1	#2	#3	#4	#5	#6	#7	#8
✓	✓	□	✓	✓	□	□	□

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

#1	#2	#3	#4	#5	#6	#7	#8
✓	✓	□	✓	✓	□	□	□

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, 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 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's unit 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 may go beyond five pages.

1. CONTENT KNOWLEDGE

Data from required state licensure tests or professional examinations of content knowledge CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. If the state does not require a credentialing test(s) or professional examinations in the content area, another program assessment must be presented to document candidate attainment of content knowledge.

Provide assessment information as outlined in the directions for Section IV.

Q79800_SPE_Assessment_1_narrative_and_assessment_data.docx	SPE Assessment 1 LBS1 test CEC Alignment Table.pdf
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See **Attachment** panel below.

2. CONTENT KNOWLEDGE

CEC Preparation Standards addressed in this program assessment could include Standards 1 through 7. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (18).

Provide assessment information as outlined in the directions for Section IV

SPE Assessment 2 LBS 1 portfolio CEC Alignment Table.pdf	Q79801_SPE_Assessment_2_narrative_and_assessment_data.doc
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See **Attachment** panel below.

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

3. PLANNING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates can effectively plan instruction as individualized for a single individual. CEC Preparation Standards that typically could be addressed in this assessment include but are not limited to Standards 1, 2, 3, 4, 5. Examples of program assessments include the evaluation of candidates' abilities to develop individualized lesson or unit plans, individualized educational plans, needs assessments, or intervention plans.

Provide assessment information as outlined in the directions for Section IV.

Q79802_SPE_Assessment_3_narrative_and_assessment_data.doc	SPE Assessment 3 edTPA CEC Alignment Table.pdf
SPE edTPA Handbook 2016.pdf	

See **Attachment** panel below.

4. TEACHING: PEDAGOGICAL AND PROFESSIONAL KNOWLEDGE, SKILLS, AND DISPOSITIONS

Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 1, 2, 3, 4, 5 and 7. The program assessment instrument used in student teaching or the internship should be submitted.

Provide program assessment information as outlined in the directions for Section IV.

Q79803_SPE_Assessment_4_narrative_and_assessment_data.docx	SPE Assessment 4 LBS 1 Competency Appraisal CEC Standards Alignment.pdf
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See **Attachment** panel below.

CEC Preparation Standards that typically could be addressed in this program assessment include but are not limited to Standards 4-7. Examples of program assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys.

Provide program assessment information as outlined in the directions for Section IV.

Q79804_SPE_Assessment_5_narrative_and_assessment_data.doc	SPE Assessment 5 Impact on Student Learning Project and CEC Standards Alignment .pdf
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See **Attachment** panel below.

6. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

Q79805_Assessment6_NCE_Dispositions.doc

See **Attachment** panel below.

7. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

Q79806_SPE_Assessment_7_narrative_and_assessment_data.doc	SPE Assessment 7 Technology CEC Alignment Table.pdf
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See **Attachment** panel below.

8. ADDITIONAL PROGRAM ASSESSMENT

Examples of program assessments include evaluations of field experiences, case studies, portfolio tasks, and licensure tests not reported in 1.

Provide program assessment information as outlined in the directions for Section IV.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

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

(Response limited to 12,000 characters)

Use of Assessment Results to Improve Candidate and Program Performance: We recently designed and implemented a new set of student learning outcomes based on the framework developed by Charlotte Danielson. At that time, we rewrote the portfolio and the student teaching competency appraisal form to meet these outcomes. Due to these changes, we are analyzing the last two years of candidate data. All changes have been the result of data analysis and discussions occurring during special education program meetings which included all program faculty. It was decided to implement these important changes based on our findings from our careful examination and analysis of prior assessment data. At that juncture it was found by the faculty that: (1) to better support candidates to pass the Special Education General Curriculum Test (#163) we will expose them to more content curriculum throughout our program; (2) to better support candidates to complete their portfolio we work on a more concise approach to adding artifacts and writing rationales. We will also continue our work on development of a systematic way to introduce the portfolio to our MEd and CAS candidates; (3) to better support candidates to succeed in their student teaching experience we will work with our university supervisors to understand exactly what is addressed on the competency appraisal; (4) to better support candidates to succeed with their Impact on Student Learning we will to work with our candidates to understand the concept of data driven instruction; (5) to better support candidates to demonstrate appropriate professional dispositions we will work with our candidates on these areas; (6) involve students in self-assessment, reflection, and goal setting; (7) use procedures to help students develop self-awareness, self-control, and self-esteem and manage their own behavior; and (8) assesses his or her own needs for knowledge and skills related to teaching students with exceptional learning needs, seeks assistance and resources, and accepts constructive

feedback

As we have implemented many of these changes, we have program meetings at least once a month. It is important that we monitor our progress towards these goals in those meetings so that we will be able to make continuous progress towards our goals.

The below describes systematically how we have followed up on this strategic plan within the past two academic years:

(1) In the area of content knowledge, we have used data from standardized testing, competency appraisals and portfolios to specifically update and sharpen content of two courses. Information and practice on Response to Intervention (RTI) and the related forms of curriculum based testing and assessment, as well as issues surrounding the proper use and monitoring of them, was added to SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents and SPE 506 Frameworks and Perspectives in Special Education. This has gone well, and candidates have increased knowledge in these areas. Meanwhile, the current two years test score data indicate that our candidates may now need increased content knowledge particularly in the areas of science and social science. As a result of this, we are currently in talks with the Department of Elementary Education and College of Arts and Sciences to brainstorm ways to get more of this important content programmatically into their learning experience with us. This will be part of our next program revision, in the next several years.

(2) In the area of Professional and Pedagogical Knowledge, Skills and Dispositions, we have used data collected from student teaching competency appraisals and from candidate focus group held at the completion of the program we begun work on updated and revised candidate disposition descriptors. The department has also recently initiated a task force analyzing the data while looking into fair and reasonable ways to describe and measure such things as dispositions, keeping candidate voices involved, and is currently conducting a review of the literature while at the same time making sure that we are in alignment with university and SPA conceptualization of the dispositions. The focus groups currently take place after their portfolios have been assessed and passed, so they know they are no longer candidates but fully fledged in terms of status, and can feel free to be honest. Focus groups are privately congregated with a program manager and a professional community member who is an insider in the world of education, and they have conversations about what they consider to be important dispositional knowledge and what it takes to make a good teacher.

(2) With regard to professional and pedagogical knowledge, our latest improvement has been to stay on the cutting edge through the 3G Grant, to augment our candidates' considerable abilities to successfully accommodate, differentiate and modify instruction, with more thorough knowledge of Universal Design for Learning.

We did find on the down side that we did not know enough about the specific technological skills of our candidates, though we knew they were high in general. Through investigating this issue in more detail by survey data, we found that they needed more exposure to Microsoft Excel, in particular. As a result, we are planning to embed practice with this program where appropriate, after making sure that we as a faculty know enough about it to be effective with scaffolding best practices. This will occur next year in our program review.

(3) In the area of Impact on Student Learning we have used data collected to revise how lesson planning and data collection are taught in coursework, specifically SPE 527 Individualized Curriculum Instruction, SPE 501 Educational and Diagnostic Assessment of Exceptional Children and Adolescents and SPE 506 Frameworks and Perspectives in Special Education.

Our faculty have come together on several occasions to make sure we are on the same page in the teaching of various lesson planning techniques and knowing the theories behind them, and what impact various kinds of plans will have on students. We make sure that we convey this to our candidates so that they will have a range of theory and practice available to them to choose from, with evidence based best practices an emphasis, and the thought behind them as well as the ability to find the outcomes and learn from them shown to be important aspects of the art and science of teaching.

As required by the University, we must review our program every five years, to ascertain that our program is appropriate and make any changes or updates that are needed. We are just beginning our mandated five-year review. We have set forth an agenda for this process. Our first step in this process is to review all sources of data that are available pertaining to the Special Education Program. The sources we have identified include all the assessment data we collect on an ongoing basis.

The results of Assessment #1 Learning Behavior Specialist Test (#155) (Licensure assessment, or other content-based assessment) indicate while we have seen an increase in scores in areas that deal with lesson planning we need to continue our program-wide emphasis on this skill.

The results of Assessment #2 LBS1 Licensure Portfolio (Content Knowledge Assessment) which is designed to address all of the CEC standards, we are satisfied that our candidates, scores of 2.25 to 3.0 overall and on all subareas, are demonstrating solid knowledge across the CEC standards.

The results of Assessment #3 instruction edTPA (Assessment of candidate ability to plan) consistently indicate an extremely strong general trend and tendency of candidate preparedness in planning and instructional delivery. Analysis and use of assessment data is an area we need to work on.

The results of Assessment #4 Student Teaching Competency Appraisal (Teaching: Pedagogical and Professional Knowledge, Skills, And Dispositions) scores shows a strong level of meeting the standard across the program candidates.

The results of Assessment #5 Impact on Student Learning Project (Effects On Student Learning) indicate that teacher candidates meet the task of creating assessments reporting and analyzing the assessment data they have collected.

The results of Assessment #6 - NCE Candidate Dispositions Assessment (Additional Program Assessment) had no data from this past year as it was a pilot year, and the prior year was a pilot year for candidate self-assessment.

The results of Assessment #7 Technology Survey (Additional Program Assessment) indicate, while doing a good job with technology skills,

we do need to continue to work on use of concept mapping software and spreadsheet applications throughout our program.

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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx>

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 NCATE web site at <http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx>

(Response limited to 24,000 characters.)

Please click "Next"

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