<table>
<thead>
<tr>
<th>COVER SHEET</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Institution Name</strong></td>
</tr>
<tr>
<td>Delaware State University</td>
</tr>
<tr>
<td><strong>2. State</strong></td>
</tr>
<tr>
<td>Delaware</td>
</tr>
<tr>
<td><strong>3. Date submitted</strong></td>
</tr>
<tr>
<td>MM  DD  YYYY</td>
</tr>
<tr>
<td>03  23  2010</td>
</tr>
<tr>
<td><strong>4. Report Preparer's Information:</strong></td>
</tr>
<tr>
<td>Name of Preparer:</td>
</tr>
<tr>
<td>Dr. Gholam Kibria</td>
</tr>
<tr>
<td>Phone:       Ext.</td>
</tr>
<tr>
<td>(302) 857-6734</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:gkibria@desu.edu">gkibria@desu.edu</a></td>
</tr>
<tr>
<td><strong>5. NCATE Coordinator's Information:</strong></td>
</tr>
<tr>
<td>Name:</td>
</tr>
<tr>
<td>Dr. Billie Friedland</td>
</tr>
<tr>
<td>Phone:       Ext.</td>
</tr>
<tr>
<td>(302) 857-6738</td>
</tr>
<tr>
<td>E-mail: <a href="mailto:bfriedland@desu.edu">bfriedland@desu.edu</a></td>
</tr>
<tr>
<td><strong>6. Name of institution's program</strong></td>
</tr>
<tr>
<td>Special Education</td>
</tr>
<tr>
<td><strong>7. NCATE Category</strong></td>
</tr>
<tr>
<td>Special Education-Mild/Moderate Disabilities</td>
</tr>
</tbody>
</table>
8. Grade levels\(^{(1)}\) for which candidates are being prepared

| Elementary special education/Secondary special Education (7-12) |

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

9. Program Type

- Advanced Teaching
- First teaching license
- Other School Personnel
- Unspecified

10. Degree or award level

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

11. Is this program offered at more than one site?

- Yes
- No

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

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

| Special Education Teacher Certification |

14. Program report status:

- Initial Review
- Response to One of the Following Decisions: Further Development Required, Recognition with Probation, or Not Nationally Recognized
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:

NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
SECTION I - CONTEXT

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

The design and development of special education curricula have been traditionally influenced by two major factors: (a) the University general education requirements and, (b) the State Department of Education (DOE) certification requirements. Of late, the HQT requirements of the NCLB have been an added factor in determining the overall program requirements. The influences of these three factors in the application of CEC standards are described below:

The University General Education Requirements:
The general education requirements constitute the common academic experience of all teacher candidates at Delaware State University. The objective of the general education program is to help students develop a critical appreciation of the ways that knowledge is acquired and applied to the understanding of the universe, of the society, and of human beings. The general education courses provide the foundation for, and complements in the major field. Since general education requirements change with the changing needs of the society, special education programs incorporate these changes as and when needed.

The current general education requirement of the University consists of 49 semester credit hours and these are distributed in two main areas: (a) Core area – 16 semester credit hours, and (b) Foundations area – 33 semester credit hours. The required courses in the core area include the following: composition (6 cr. hrs.), speech (3 cr. hrs.), global societies (3 cr. hrs.), University Seminar (2 cr. hrs.), and health and wellness (2 cr. hrs.). The required courses in the foundation sequence include: arts and humanities (3 cr. hrs.), history/social sciences (6 cr. hrs.), foreign language (6 cr. hrs.), literature (6 cr. hrs.), mathematics (6 cr. hrs.), and natural sciences (6 cr. hrs.).

The State Certification Requirements:
The State Department of Education, which is the state agency for teacher certification in special education, does require 45 semester hours of general education for all teacher education programs, distributed as follows: English – 9 hrs., Science – 12 hrs., Social Science – 9 hrs., Mathematics – 9 hrs., and Fine arts – 6 hrs. The DOE also requires for 15 semester hours in the area of professional education, which varies depending on the area of concentration. In addition, the DOE requires certain specialty area courses and electives for all the programs in special education. In recent years, however, the DOE certification requirements have been changing due to its performance based standards and requirements of the NCLB for Highly Qualified teachers. The certification requirements of the DOE have greatly influenced the design and implementation of the three special education programs at DSU, as shown below:

DOE Requirements for Elementary Special Education:
Professional Education Courses: Methods in Elementary Reading - 3 hrs.
Methods in Elementary Math – 3 hrs.
Classroom Management – 4 hrs.
Intro. to Exceptional Child – 3 hrs.
Child Growth & Development – 3 hrs.
Applied Behavior Analysis – 3 hrs.
MH, SED, & LD Area Courses: Language Development – 3 hrs.
Methods/Curri. in endorsement area – 3 hrs.
Diag/Assess/IEP Development – 3 hrs.
Assistive Technology – 3 hrs.
Diag/Correction of Reading Disab. - 3 hrs.
Elective – 3 hrs. from the following:
(consultation, social skills training,
counseling techniques, research/theories of
except. children, current issues, & diversity).
Student Teaching: Two placements of 12 weeks each in
inclusion and special class settings – 12 hrs.

DOE Requirements for Secondary Special Education:
Professional Education Courses: Methods of Secondary Reading – 3 hrs.
Methods of Secndary Math. – 3 hrs.
Classroom Management – 4 hrs.
Intro. to Exceptional Child – 3 hrs.
Applied Beh. Analy. & Mod.- 3 hrs.

2. Description of the field and clinical experiences required for the program, including the
number of hours for early field experiences and the number of hours/weeks for student teaching or
internships. (Response limited to 8,000 characters)

Field and Clinical Experiences:
There are four phases to field experiences for teacher candidate preparing for initial certification in
Special Education: Phase 1 – observation; Phase 2 – observation with minimal participation (teaching);
Phase 3 – Practicum (methods class requirements); and Phase 4 – student teaching. Teacher candidates
participate in each phase and have a variety of experiences at different age levels within diverse
populations of students.
Teacher candidates in Special Education have to complete 130 hours in clinical or field experience
settings for Elementary certification, which includes 70 hours for required special education courses and
60 hours for other required Education courses; and 120 hours for Secondary certification, which
includes 70 hours for required special education courses and 50 hours for required other Education
courses. These experiences are based upon a progression of observation and mini-teaching opportunities
prior to independently teaching entire class. All undergraduate field experiences are supervised in
collaboration with and by university faculty and school based personnel. Placements for field
experiences and student teaching are coordinated by the Coordinator of Special Education in
collaboration with the Office of Field and Clinical Experiences in the College of Education.
Student teaching occurs during the last full semester of enrollment prior to graduation and is considered
the culminating experience for students in Special Education initial certification programs. The student
teaching internship consists of an elementary and a secondary experience of six and a half weeks each.
A minimum of 65 days and 200 hours, in total, is required. This is a State of Delaware mandate that the
university follows. One of the strengths of the Special Education programs is that all field experiences
are supervised by full-time tenure-track faculty. In addition, all student teaching internships are
supervised by Special Education faculty.
The two methods courses in special education, one for Elementary and the other for Secondary, each
provide field and clinical experiences for 20 hours, these courses are as follows:

12-409: – 20 hours. Methods and Materials of Teaching Elementary Special Education. (20 hrs.).
Teacher candidates will spend one full day each week (12 weeks) in an assigned Elementary school.
Candidate will be responsible for 2 guided observations, 2 mimic lessons, and 8 independently planned
and taught lessons to groups of 15-25 children in grades K-5.

12-417: 20 hours. Methods and Materials of Teaching Secondary Special Education. Teacher candidates
will spend one full day each week (12 weeks) in an assigned Secondary (Middle or High) school.
Candidate will be responsible for 2 guided observations, 2 mimic lessons, and 8 independently planned
and taught lessons to groups of 15-35 children in the secondary grades.
12-400: Pre-Service/Student Teaching (300 hours). Teacher candidates spend 13 total weeks, divided in half between early childhood education and elementary, at one elementary school and one middle or high school. Every second Friday the candidates meet at the University for an all-day seminar. The full day professional development seminar provides the candidates with an opportunity to reflect on their teaching via Teacher Work Samples.

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)

Delaware State University provides admission to Delaware and out-of-state residents based on criteria established by the Middle States Association of Colleges and Secondary Schools and policies of the University. Delaware State University, in accordance with its mission, is obligated to identify the level of preparedness of the students it admits and to establish appropriate policies that ensure accurate placement of students in courses and academic programs that provide the greatest opportunity for success in their academic pursuits. All applicants, regardless of race, creed, national origin, or handicap, are given equal consideration for admission. Students must submit an official application form, an official transcript indicating the required high school course work, and SAT or ACT scores.

All in-coming freshmen must take the Accuplacer placement tests in reading and writing during summer orientation before they begin their first semester. The Accuplacer results determine whether students are placed in Writing Skills (remedial course), Composition I with Lab (credit course with a supplemental instructor to provide additional academic support in a lab setting), or Honors Composition I.

Transfer students must satisfy all entrance requirements. In addition, they must have a statement of withdrawal from the former institutions and official transcripts of all high school and college work completed. In general, course grades less than a “C” will not be accepted as transfer credit. The transcripts of each individual accepted for transfer will be evaluated in relation to the requirements of the specific academic program for which the student is accepted. Any transfer who wishes to enter into science education meets with their respective advisor who matches courses previously evaluated by university admissions personnel with curricular requirements. That student must then apply to the TEP in the same manner as non-transfer students.

The University takes retention very seriously. Students are assigned an academic advisor early in their first semester. The advisors work closely with their advisees to be sure the students follow the sequential curriculum charts. Only after meeting with their advisor are students given a pin number that allows them to register for courses. Special education majors are advised by full-time professors in their discipline.

All students, including transfer students, are required to take University Seminar, a course focused on providing the students with information they will need to be successful during their college experience. Students majoring in any area must apply for acceptance into the Teacher Education Program (TEP) during the second semester of the freshman year. They must have a 2.5 or higher GPA to be eligible for admission into the TEP and to be eligible to remain in the program. To support student retention, the Professional Education Unit (PEU) has invested in Plato-Webb to help students prepare for taking Praxis I. Education majors are kept informed about all aspects of the education program through majors’ meetings held every semester.

At the beginning of the senior year, the department chair completes the senior audit for all majors. Majors must pass the audit and have a 2.5 or higher GPA with no grade less than a C in an English or
Before student teaching, the special education major must also pass the appropriate Praxis II with a passing score or higher as specified by the Delaware Department of Education.

4. **Description of the relationship** (2) **of the program to the unit's conceptual framework.**

*(Response limited to 4,000 characters)*

The philosophy and the principles of special education programs at DSU are grounded in the basic assumption of preparing highly qualified professionals who will understand the varied sociocultural and familial factors that interact and impact learning differences among diverse student populations with exceptional learning needs so as to individualize instruction to provide meaningful and challenging learning experiences based on scientifically proven best practices and to appropriately modify learning environments. These guiding principles of special education programs are closely interwoven with the Unit's(PEU) conceptual framework, which is primarily based on an operational model with the acronym ‘DIRECT’. The conceptual framework of the model is rooted in educational theories such as behavioral learning, cognitive /informational processing, constructive learning, and social learning theories. The model has close relationship with most of the standards as prescribed by the CEC, NCATE, and the State (DOE). An alignment of the professional standards as stipulated in the PEU model, DOE, and CEC, are presented in Appendix-A.

The Unit standards as prescribed in the DIRECT model are closely inter-oven with the DOE and CEC standards, and these are reflected in all teacher preparation programs of the Unit through the application of the DIRECT standards, which are: diversity, interpersonal communication, reflections, effective teaching and assessment strategies, content and pedagogical knowledge, and technology. Each course syllabus reflects the standards of the Unit, DOE, and CEC by integrating the objectives of the course, student learning activities, and assessment of learning activities.

*(2) The response should describe the program's conceptual framework and indicate how it reflects the unit's conceptual framework.*

5. **Indication of whether the program has a unique set of program assessments and their relationship of the program’s assessments to the unit’s assessment system** (3). *(Response limited to 4,000 characters)*

The Unit has developed a coordinated system of assessment whereby the elements common to all teacher preparation programs are addressed through the TK-20 system and also providing each program address its unique and specific assessment needs of the curriculum and the Standards. The content knowledge criteria are assessed primarily by the standardized test (Praxis-2) and also by Grades Analyses of all special education courses. The assessment of student teaching and its effect on student learning are assessed by using the Unit's assessment rubric and the Teacher Work sample, respectively. Other assessments that are specific to special education programs relating to CEC standards are assessments of IEP development, developing a Behavior Intervention Plan, and Assessment Summary and Plan.

*(3) This response should clarify how the key assessments used in the program are derived from or informed by the assessment system that the unit will address under NCATE Standard 2.*

6. **Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles.** *(This information may be provided as an attachment from the college catalog or as a student advisement sheet.)*

Elementary Special Education Undergraduate Program of

200703_secondary_sp_ed032607_new (2)
See Attachments panel below.

7. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

8. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006-07</td>
<td>5</td>
<td>4</td>
</tr>
<tr>
<td>2007-08</td>
<td>5</td>
<td>3</td>
</tr>
<tr>
<td>2008-09</td>
<td>9</td>
<td>3</td>
</tr>
</tbody>
</table>

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

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

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Dr. Gholam Kibria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest Degree, Field, &amp; University(5)</td>
<td>Ph.D. : Special Education, Southern Illinois University, Carbondale, IL</td>
</tr>
<tr>
<td>Assignment: Indicate the role of the faculty member(6)</td>
<td>Faculty and Program Coordinator</td>
</tr>
<tr>
<td>Faculty Rank(7)</td>
<td>Professor</td>
</tr>
<tr>
<td>Tenure Track</td>
<td>YES</td>
</tr>
<tr>
<td>Scholarship(8), Leadership in Professional Associations, and Service(9), List up to 3 major contributions in the past 3 years(10)</td>
<td>- Past President, Delaware Federation of Council for Exceptional Children - Elected Member, Board of Directors, National Society of Educators &amp; Scholars. - Director, DSU-CR Transition Partnership Project (Since 1996). - Member, State Advisory Board for Talented &amp; Gifted students - Fulbright Senior Specialist Published the following articles in refereed journals/proceedings: 1. Academic achievement and psycho-social development of students with disabilities in inclusion settings (with a student). 2. Inclusion movement and the Third World countries. 3. Professional and legal challenges of teaching students with disabilities in postsecondary education</td>
</tr>
<tr>
<td>Teaching or other</td>
<td>Responsible for supervision of clinical field experience in special education since</td>
</tr>
</tbody>
</table>


**professional experience in P-12 schools**

Fall, 1990. - Offered inservice training to special educators at local schools - Organized training for cooperating teachers for supervision of teacher candidates in special education.

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**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. (Response limited to 250 characters each field)

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)
<table>
<thead>
<tr>
<th>Assessment #1:</th>
<th>ETS-Praxis II</th>
<th>Standardized National Objective Test</th>
<th>Prior to Student Teaching</th>
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</thead>
<tbody>
<tr>
<td>Licensure assessment, or other content-based assessment (required)</td>
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</table>

<table>
<thead>
<tr>
<th>Assessment #2:</th>
<th>Course Grades/Assignments</th>
<th>Course Grades/Assignment. Assessment of Special Education Content Knowledge</th>
<th>Throughout teacher Candidacy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of content knowledge in special education (required)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment #3:</th>
<th>Lesson Plans</th>
<th>Rubrics for assessment of instructional planning: Lesson Plan</th>
<th>Methods Courses (12-409, 12-417, 12-628, 12-630)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of candidate ability to plan instruction (required)</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment #4:</th>
<th>Student Teaching Evaluation</th>
<th>Rubrics for evaluation of student teaching</th>
<th>Prior to Program Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of student teaching (required)</td>
<td></td>
<td></td>
<td></td>
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<table>
<thead>
<tr>
<th>Assessment #5:</th>
<th>Teacher Work Sample: Contextual Factors &amp; Analysis of Student Learning</th>
<th>Teacher Work Sample (TWS): Components 1 &amp; 6</th>
<th>During student teaching experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assessment of candidate effect on student learning (required)</td>
<td></td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>Assessment #6:</th>
<th>Individualized Education Plan (IEP)</th>
<th>Rubrics for assessment of IEP/IFSP/ITEP</th>
<th>During method courses(12-630,12-628, 12-409,12417)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional assessment that addresses CEC standards (required)</td>
<td></td>
<td></td>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Additional assessment that addresses CEC standards (optional)</td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Assessment #8:</th>
<th>Student Assessment Summary Report and Plan</th>
<th>Rubrics for Assessment Summary Report and Plan</th>
<th>During course work (12-321, 12-629)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Additional assessment that addresses CEC standards (optional)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

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

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

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

2. CONTENT STANDARDS

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

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

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

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.
3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

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

4. Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

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

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

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

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

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

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

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

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

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.
10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather then reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

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

For each assessment, the compiler should prepare one document that includes the following items:

(1) A two-page narrative that includes the following:
   a. A brief description of the assessment and its use in the program (one sentence may be sufficient);
   b. A description of how this assessment specifically aligns with the standards it is cited for in Section
III. Cite SPA standards by number, title, and/or standard wording.
c. A brief analysis of the data findings;
d. An interpretation of how that data provides evidence for meeting standards, indicating the specific
SPA standards by number, title, and/or standard wording;
and

(2) Assessment Documentation
e. The assessment tool itself or a rich description of the assessment (often the directions given to candidates);
f. The scoring guide for the assessment; and
g. Charts that provide candidate data derived from the assessment.

The responses for e, f, and g (above) should be limited to the equivalent of five text pages each, however in some cases assessment instruments or scoring guides may go beyond five pages.

Note: As much as possible, combine all of the files for one assessment into a single file. That is, create one file for Assessment #4 that includes the two-page narrative (items a – d above), the assessment itself (item e above), the scoring guide (item f above, and the data chart (item g above). Each attachment should be no larger than 2 mb. Do not include candidate work or syllabi. There is a limit of 20 attachments for the entire report so it is crucial that you combine files as much as possible.

1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV (Answer Required)

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

<table>
<thead>
<tr>
<th>EVIDENCE FOR MEETING STANDARD#1</th>
<th>DATA FOR PRAXIS II TEST</th>
</tr>
</thead>
</table>

See Attachments panel below.

2. Assessment of content knowledge in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (16). (Answer Required)

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

<table>
<thead>
<tr>
<th>Assessment 2 Content Knowledge Course Grades</th>
</tr>
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</table>

See Attachments panel below.

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(15) Content knowledge in early childhood professional preparation includes knowledge of child development and learning (characteristics and influences); family relationships and processes; subject matter knowledge in literacy, mathematics, science, social studies, the visual and performing arts,
and movement/physical education; as well as knowledge about children's learning and development in these areas.

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

3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan) or activities for other roles as special educators. CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans. An example would be a differentiated unit of instruction

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

Assessment 3 - Candidate Ability to Plan

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted (Answer Required)

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

Assessment 4 - Student Teaching Evaluation

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. (Answer Required)

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

Assessment 5 - Candidate Effect on Student Learning

See Attachments panel below.

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

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

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

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

<table>
<thead>
<tr>
<th>Assessment#7 Behavior Change Plan</th>
<th>EVIDENCE FOR MEETING STANDARD#7</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUMMARY OF ASSESSMENT DATA</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

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

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

<table>
<thead>
<tr>
<th>Assessment#8 Student Assessment Summary &amp; Report</th>
<th>EVIDENCE FOR MEETING STANDARD#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Attachment 8c.doc</td>
<td></td>
</tr>
</tbody>
</table>

See Attachments panel below.

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)

Both the Elementary and Secondary Special Education programs have been revised recently to meet Delaware State(DOE) certification requirements and the CEC Standards. Also, all courses have been reviewed to align with the PEU standards and to incorporate the emerging research-based best practices in the field. Recent topics such as RTI, Universal Design, Backward Planning, Differntiated Instruction, etc. have been included in respective course syllabi. In view of the recent changes in the programs, necessary accommodations have been made in the required assessment as well. All assignments have been aligned with the added course contents, and new rubrics have been developed for assessment of assignments by using the TK-20 system. Since this is a new system, initial data collection has not been that smooth for all the assignments. For instance, no data are available for assignment #6, which is IEP development due to some tecnical problem. Presently, data are available on a limited scale for most of
the assignments for this year only which is not sufficient to make any generalization for any change or improvement either in any particular course or program. However, on the whole, it appears from the available data that performance of special education teacher candidates have been 'acceptable' to 'target' level in most areas. The average performance of teacher candidates in Parxis II test, which is administered by an outside agency, is significantly higher than the score required by the State Department of Education.

The assessment tools used for judging the quality of professional and pedagogical knowledge, skill, and dispositions have been revised based on faculty observation data and findings of the previously used instrument. The revised instruments are: Lesson Plan Rubric, Student Teaching Rubric, and the Teacher Work Sample Rubric. The current data available on the TK-20 system using the revised tools are not large enough to make any generalization or recommendation for change or improvement. Even though special education candidates scored in the acceptable and target ranges, some areas of concern could be identified that need further substantiation by data gathered during a reasonable time frame. These areas of concern are: collection of background information, conducting informal assessment, and reflection/self-evaluation.

The main emphasis of special education programs has been the critical theme: How to maximize student learning. The teacher candidates in special education have demonstrated their proficiency in the area of setting learning goals, assessment planning, design of instruction, and instructional decision making. But an essential area that is indicated in need of more attention for improvement is the area of reflection and self-evaluation. It is necessary that teacher candidates reflect on their instruction and student learning in order to improve teaching practice. This aspect of student learning should get more emphasis in the methods courses through continuous practice and demonstration. To facilitate improvement in this area, the Unit has purchased a computerized video recording package that can be made accessible to all methods instructors, so that candidates can observe themselves teaching and reflect on their experiences. Faculty have had one training session on utilizing the package to improve candidate and P-12 student learning.

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/institutions/resourcesNewPgm.asp?ch=90

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/institutions/resourcesNewPgm.asp?ch=90 (Response limited to 24,000 characters.)

Please click "Next"

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