** Content Expert Report**

**SPED (Advanced) Education**

**(05-17)**

Education Standards and Practices Board

**Program report status** (check one)**:**

 **[ ]  Initial review [ ]  Continuing Review [ ]  Focus Visit**

|  |  |
| --- | --- |
| **Name of Content Expert:** |       |
| **Content Expert Telephone:** |       |
| **Content Expert Email:** |       |
| **Date Submitted:** |       |
| **Institution Being Evaluated:** |       |
| **Program Being Evaluated:** |       |
| **Degree:** |       |
| **Grade Level(s):** |       |

**Is this program offered at more than one site?** **[ ]  Yes** **[ ]  No**

If yes, list sites where the program is offered:

**Summary of Recommendations**

After completing your review, for each sub-standard listed below, place a check under the column that matches your decision.

|  |  |  |  |
| --- | --- | --- | --- |
| **Standard** | **Met** | **Met With Weakness** | **Not Met** |
| **CEC 1** |  |  |  |
| **CEC 2** |  |  |  |
| **CEC 3** |  |  |  |
| **CEC 4** |  |  |  |
| **CEC 5** |  |  |  |
| **CEC 6** |  |  |  |
| **CEC 7** |  |  |  |
| **ESPB 19015.1** |  |  |  |
| **ESPB 19015.2** | **DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS** |
| **ESPB 19015.3** | **DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS** |
| **ESPB 19015.4** |  |  |  |
| **ESPB 19015.5** |  |  |  |
| **ESPB 19015.6** |  |  |  |

**SPED (Advanced) Education**

**Directions:** Please read the Content Area Report (CAR) supplied by the institution.

1. Make a recommendation for each program standard as to whether it has been met, met with weakness, or not met based on the evidence provided.
2. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

 **CEC 1.0:**  **Assessment**

The program requires special education specialists to use valid and reliable assessment practices to minimize practices to minimize bias.

**Key Elements**

 1.1 Special education specialists minimize bias in assessment.

 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.

 A. **Content Expert Decision**: Is the program standard met, met with weakness, or not met?

     Met       Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

 ii. **Rationale:**

**CEC 2: Curricular Content Knowledge**

The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.

**Key Elements**

 2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities.

 2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content.

 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**CEC 3: Programs, Services, and Outcomes**

The program requires special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.

**Key Elements**

3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities.

 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities.

3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities.

3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities.

 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs.

i. **Weaknesses:**

ii. **Rationale:**

**CEC 4: Research and Inquiry**

The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.

**Key Elements**

 4.1 Special education specialists evaluate research and inquiry to identify effective practices.

 4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families.

4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**CEC 5: Leadership and Policy**

The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.

**Key Elements**

5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities.

5.2 Special education specialists support and use linguistically and culturally responsive practices.

 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families.

 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.

5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.

 A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**CEC 6: Professional and Ethical Practice**

The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.

Key Elements

6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership.

6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families.

 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice.

6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise.

 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels.

6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators.

6.7 Special education specialists actively promote the advancement of the profession.

A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**CEC 7: Collaboration**

The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.

**Key Elements**

7.1 Special education specialists use culturally responsive practices to enhance collaboration.

7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities.

 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.

 A. **Content Expert Decision**: Is the sub-standard met, met with weakness, or not met?

      Met      Met with Weakness      Not Met

B. **For Decisions of “Met with Weakness” or “Not Met”:** Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. **Weaknesses:**

ii. **Rationale:**

**ESPB 19015.1** The program curriculum is advanced in rigor and results in advanced knowledge, skills and dispositions in teaching students with special needs. The program reflects consideration of the NBPTS principles as well as CEC and CAEP standards.

A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**ESPB 19015.2** The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the North Dakota Standards for Program Approval CC: North Dakota standards for all special education teachers.

A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**ESPB 19015.3** The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH: Deaf and Hard of Hearing, VI: Visual Impairment, ID: Intellectual Disabilities, or ECSE: Early Childhood Special Education, etc.)

A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**ESPB 19015.4** The program requires candidates to develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area.

A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**ESPB 19015.5** The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure; include student teaching in the specific area and grade level of licensure.

A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**ESPB 19015.6** The program requires the study of current, appropriate instructional technologies.

 A. Content Expert Decision: Is the sub-standard met, met with weakness, or not met?

      Met       Met with Weakness      Not Met

 B. For Decisions of “Met with Weakness” or “Not Met”: Describe the specific weakness identified and the rationale for the decision. This information will guide the institution to provide additional information in their rejoinder, or be used to determine stipulations for the institution to address by the time the next visit occurs. A rationale does not need to be provided for standards “met”.

i. Weaknesses:

ii. Rationale:

**Curriculum Exhibit Form SFN 14381 (or status sheet):** This form or status sheet provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education. This form is used to document each student transcript that applies for teacher licensure. Please review this form to make sure all of the courses listed above for each sub-standard are listed as a “**Requirement”. If a course is missing or is not a required course, please list below:**

**Content Expert Review of Standard and Recommendation to State Board of Examiner (BOE) Team:** The content expert provides an initial review of the program standard and provides a recommendation to the CAEP/State Board of Examiners for the onsite review. **What additional information should the CAEP/ESPB Team research on-site during the visit?**

This report will be electronically forwarded to the CAEP/State Board of Examiners nine months prior to the scheduled program review visit. If you have any questions or concerns, please contact the Education Standards and Practices Board Executive Director at (701) 328-9646.

**Thank you for taking the time from your busy schedule to help document that our North Dakota institutions of higher education have prepared our teachers for the best possible education for all North Dakota students.**