** Content Expert Report**

**Special 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** |  |  |  |

**Special Education**

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

1. Review program’s response to Section II.1 Areas of Weakness from Prior Review. For each standard in which there was a weakness from the prior review, make a recommendation as to whether that weakness should be removed or retained. If it is to be retained provide a rationale for retaining it in Part I.B. If it has been partially but not fully addressed restate the weakness in Part I. C and provide a rationale.
2. 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. For any standard “met with weakness” or “not met” identify the weakness(es) and provide a rationale.

**Part I: Areas of Weakness from Prior Review \*\*\***

**XXXXX.X** *Write the standard and the original weakness here.*

A. **Content Expert Decision**: Should the weakness be removed, retained, or restated and retained? Check one only.

     Weakness Should Be Removed      Weakness Should Be Retained

     Restated Weakness

B. **For Decisions of “Weakness Should Be Retained”:** Provide a 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. **Rationale:**

C. **For Decisions of “Restated Weakness”:** Write the new language for the weakness. Provide a 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.

1. **Restated Weakness:**

ii. **Rationale:**

***\*\*\*Note: This template can be copied and pasted into the document multiple times when more than one area of weakness was cited in a prior review.***

**Part II Program Standard Recommendations**

**CEC 1: Learner Development and Individual Learning Differences**

The program requires 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.

**Key Elements**

1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

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

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

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: Learning Environments**

The program requires 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.

**Key Elements**

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.

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.

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: Curricular Content Knowledge**

The program requires beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

**Key Elements**

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.

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

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: Assessment**

The program requires beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

**Key Elements**

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.

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.

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: Instructional Planning and Strategies**

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

**Key Elements**

5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals 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.

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

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 Learning and Ethical Practice**

The program requires beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

**Key Elements**

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.

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.

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 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.

**Key Elements**

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.

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.

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 for the Site Visit:** 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.**