Program Review with National Recognition Frequently Asked Questions

Topics

CEC Professional Preparation Standards and Components

QUESTION 1: How do we access the CEC Preparation standards and components?

- Initial and Advanced CEC Preparation Standards and components are provided in *Practice-Based Standards for the Preparation of Special Educators* and on the CEC website at www.exceptionalchildren.org/standards.

QUESTION 2: Do references to "CEC Standards" pertain to initial or advanced CEC Preparation Standards?

- There are three sets of Initial Standards: 2020 Initial Practice-Based Professional Preparation Standards for Special Educators, Initial Practice-Based Professional Preparation Standards for Early Interventionists/Early Childhood Special Educators (EI/ECSE), and Initial Gifted Educator Preparation Standards. Each standard set consists of individual standards with defining components.
- Besides standards for initial licensure, there are three sets of standards for advanced level programs: Advanced Special Education Preparation, Preparation for Advanced Gifted Education Roles, and Advanced Administrator of Special Education Professional Leadership Standards. Any references to the "CEC Standards" are to the respective CEC Preparation Standard set.

QUESTION 3: What are the components of the CEC Standards?

- Each CEC Standard has a series of defining components (e.g. 1.1, 2.1, 5.2, 7.3). The components address the depth and breadth of the given standard. The program review process requires programs to align assessments in apparent ways, rubrics and data in a manner that provides evidence both the CEC Standards and components are met.

QUESTION 4: How is it determined which set of CEC Standards should be used to design a program, assessments, and rubrics?

- CEC has six sets of Standards that are used for program design and evaluation that align with various types of special educator programs.
- Programs with candidates obtaining their first special education licensure (including those who may already have general education licensure) are enrolled in an initial-level program.

Therefore, program faculty will develop programs, assessments, and rubrics with one of the Initial Preparation Standard sets (Initial K12 Standards, Initial Gifted Educator Standards, and Early Intervention/Early Childhood Special Educators (EI/ECSE).

- o In the event an initial special educator program prepares P-12 Educators, a program will use the following criteria to determine which set of initial standards are applicable:
  - If the program prepares Birth through 8 years – use the EI/ECSE standards. (1 report)
  - If the program prepares Pre-K through 12 (or some grade) The program must submit two reports. One report must address the EI/ECSE Standards across the PK-8 age/grade range. An additional and separate report submission must address the K-12 Standards. (2 reports)
  - If the program prepares B-5 years or KG – use the EI/ECSE Standards. (1 report)
  - If the program prepares K-12 or K-12+ – use the Initial K12 Special Educator Standards. (1 report)
- Programs where candidates entering the program already hold a special educator license will use Advanced Preparation Standards (Advanced Special Educator, Advanced Gifted Educator, Administrator of Special Education Leadership Standards).

QUESTION 5: Does CEC have Standards and components for "advanced" programs in Special Education?

- CEC has developed Advanced Standards and components, and specialty knowledge and skill sets for preparation programs in a variety of areas for advanced special education roles. CEC Advanced Standards are to be used by preparation programs preparing special education candidates for advanced roles and professional practice. Assessments and rubrics should be aligned in apparent ways to the Advanced Standards and components and provide evidence that candidates can demonstrate consequential attributes associated with the advanced role. For example, technology specialist, transition specialist, and others (consult https://exceptionalchildren.org/standards/specialty-sets-specific-practice-areas for a list of "Advanced Specialty Sets.").
- As stated in question 4, a program should use the Advanced Preparation Standards and components if candidates entering the program are already licensed in special education. Programs in which candidates starting the program do not have a special education licensure, even if they hold a general education licensure, should use the Initial Preparation Standards in program development, assessment development, and rubric design and in preparation of the CEC/CAEP program report.
- If state licensure for an advanced role (for example, Diagnostician) does not require initial special education licensure and the program is designed to culminate in a credential to practice as a special educator in this role the program is required to demonstrate how it is assuring all program candidates' meet the initial standards and components in addition to the advanced standards and components.

CEC National Recognition Process

QUESTION 6: What constitutes a program for purposes of submission through the CEC/CAEP specialty program review process?

- Any combination of courses and experiences that culminate with candidates earning a state professional credential or license or certificate to provide special education services or administer special education programs/services to individuals with disabilities and their families is a preparation program.

QUESTION 7: Which programs (types/designs) should be submitted through the CEC/CAEP SPA Review/National Recognition Process?

- This process if for programs seeking CAEP Accreditation Your CAEP liaison will be able to provide definitive direction for what is required for your EPP's Accreditation.
- All special education programs that culminate with program completers receiving a credential/license/certificate to provide special education services to individuals with disabilities and their families should be designed to meet the respective CEC Preparation Standards and components.
- Traditional and non-traditional programs, undergraduate, post-baccalaureate, certificate, licensure programs, masters programs and add-ons that prepare special education teachers and specialist, regardless of affiliation, location, or state licensure should be designed to align in apparent ways to the respective set of CEC Professional Preparation standards and should provide evidence that candidates can demonstrate the knowledge and skill(s) associated with their professional roles in the submitted CEC/CAEP review process.

Special educators, like all education professionals, have a unique public trust. As a part of this trust, parents of individuals with exceptionalities and the community reasonably expect that special educators are prepared to practice safely and effectively.

Programs earn "recognition" through submission of a program report that provides sufficient evidence that program candidates meet the CEC Standards and components. The program review process is an evidence-based program review process. CEC program reviewers are experienced and trained special education professionals.

QUESTION 8: Are post-baccalaureate programs reviewed as part of the program review process?

- Yes. If a program completer will receive their first licensure in special education, that program is considered an initial licensure program, and a program report should be submitted. The program report should provide the evidence that the Initial CEC Preparation Standards and components are met.

Submission of CEC/CAEP SPA Program Review Reports

QUESTION 9: How does an institution/program initiate submission of program review report(s) to seek national recognition?

- CAEP Policy determines if a program must submit reports for National Recognition. If program faculty are wanting to seek CEC Recognition, CAEP should be notified of the intention to submit the program report(s). Instructions for program report submission are provided on the CAEP website, see "Accreditation/Program Review." No monetary fee is required to seek CEC National Recognition.
- CEC also provides an option for EPPs to seek Accreditation Independently of their EPP. If the program is seeking Accreditation directly from CEC, there are associated monetary fees. Information regarding CEC Accreditation can be found at https://exceptionalchildren.org/accreditation

QUESTION 10: If a program culminates with candidates having earned licensure/certificates in more than one area of special education (for example, mild/moderate and severe/profound or mild and intensive) are discrete program reports required for submission?

- If the special education program is designed to lead to two or more initial special education credentials and ALL candidate program completers earn the same credentials, then only one program report is required.
- If the program results in candidates not getting the same credentials upon program completion, then separate reports reflecting the program, field experiences, assessments, rubrics and data for the candidates earning each is required.

QUESTION 11: If a program offers two licensure tracks (e.g., Ages 0-8 and Grades 4-12) and some or most assessments are the same for both tracks, should two program reports be submitted?

- If the programs prepare candidates for two different credentials or grade levels, two discrete program reports are required.

QUESTION 12: CAEP provides for "linked" program reports. When is it appropriate to link reports?

- A linked report may be used if two or more programs use the same CEC Standards and assessments and rubrics but each program results in differing licensure/certification. Institutions can request that the program shells are "linked." Linking provides the ability to submit the parts of the reports that are the same only once. Data sets for each assessment must be submitted specific to each credential/license earned by program completers. More information on linking shells is provided on the CAEP website.
- If the programs are not using the same CEC Standards and/or the assessments are not identical, then individual program reports must be submitted for each program. Linking can only be used if the singular difference is the data sets.
- If your institution has two preparation programs, i.e., for early childhood teachers and another for secondary teachers, the field experiences and program assessments for the programs should be designed to reflect the consequential attributes required to provide services to that given age range.

QUESTION 13: If a program results in preparation for an advanced role in special education but does not result in licensure or an additional credential to perform in an advanced role in special education what standards and components should be used to design the program and assessments/rubrics?

- Design of programs and assessments/rubrics should be aligned in apparent ways to the respective Advanced Standards at the component level and provide evidence that candidates can demonstrate consequential attributes required to perform the advanced roles. The "Advanced Common Specialty Items" can be used to assist with program development. If the program does not result in additional licensure or an ability to practice in an additional role, a CEC program report is not required.

Aligning Program Assessments and Rubrics to CEC Standards and Components

QUESTION 14: How should "apparent alignment" to the 2020 CEC Preparation Standards and components be demonstrated?

- CEC expects program reports to provide clear and convincing evidence that field experiences, assessments, and rubrics reflect the consequential attributes (knowledge and skills) associated with the licensure area and age/grade range for which the candidates are being prepared.
- Field Experiences and Clinical Practice: Candidates in "initial licensure programs" must be engaged in field experiences and clinical practice across the preparation program consistent with the consequential attributes associated with the licensure/certification being earned.
- Assessment: Program faculty should assure that the assessments reflect the consequential attributes (knowledge and skills) essential for safe and effective practice in that given licensure area.
- Rubrics: Program faculty should assure that the rubrics (inclusive of rubric elements and performance levels) reflect the consequential attributes (knowledge and skills) essential for safe and effective practice in that given licensure area.

QUESTION 15: What constitutes "apparent alignment?"

- The evidence included in the program report must establish in clear and convincing ways that the assessments, rubrics and data align with the CEC Standards and major components of the CEC Preparation Standards, and candidates can demonstrate the consequential attributes required of their professional role. Candidate performance data must demonstrate that candidates are meeting the performance expectations as delineated in the Standards and components.

QUESTION 16: Is the language to align to the standards and "major components" of the CEC Preparation Standards a new requirement?

- The language to align to the "major components" of the CEC Preparation Standards is not a new requirement. It is further clarification of the expectation that program reports will clearly and convincingly provide evidence that program assessments, rubrics, and data align to the respective CEC Standards as defined by the components.

QUESTION 17: Is it acceptable for indicators of rubrics to be aligned to more than one standard and/or component?

- The CEC Standards and components are rich with significant breadth and depth and are interrelated. Given this, it is acceptable for indicators of rubrics to be aligned to more than one standard and/or component.

QUESTION 18: When using the 2020 Initial and Advanced CEC Standards, are specialty sets required to be used?

- When the 2020 Standards were approved by CAEP, the requirement that programs must inform their programs, assessments, and rubrics by the appropriate specialty set was removed. While faculty are encouraged to consider the appropriate specialty sets when developing programs, the use of the specialty sets is no longer required in the program review process. However, program faculty must provide evidence in the program report that assessments and rubrics assess candidate performance, and the consequential attributes associated with the licensure area for which candidates are being prepared.

QUESTION 19: What is the meaning of "consequential attributes"?

- The term "consequential attributes" refers to knowledge and skills that the program faculty expect of candidates who are earning a specific special education license/certification. Since the CEC Initial K-12 and Advanced Preparation Standards are generic, and the specialty sets are no longer required to be used, program faculty who are preparing candidates for various types of special education licensure must demonstrate differentiation through assessment choices, rubric elements and rubric performance levels, and across the program's field experiences.

QUESTION 20: To what does the term "knowledge and skills" refer?

- The term "knowledge and skills" refers to consequential attributes expected of candidates earning a specific special education license or certification. These knowledge and skills are determined by the program faculty and evidenced in assessment choices, rubric elements, and/or rubric performance levels. The use of the term "knowledge and skills" does not refer to a specific CEC specialty set.

Preponderance of the Evidence

QUESTION 21: What constitutes "a preponderance of the evidence" for a CEC Standard and major components to be met?

- "Preponderance of evidence" is a standard of proof. The evidence must be clear and convincing. For each of the respective CEC Preparation Standards and components, reviewers consider all of

the evidence and make a determination as to whether the evidence reflects that candidates are meeting the standard and components.

- A preponderance of evidence cannot be reduced to a simple quantity, i.e., 75% of the components. Some assessments indicated as providing evidence for a standard may vary in extent of alignment and in the strength of the data provided. The decision for each standard is a reasoned judgment by a set of collegial reviewers and auditors based on all of the evidence presented.

Field Experiences and Clinical Practice

QUESTION 22: To meet the initial "Field Experience and Clinical Practice Standard" and components is there a required number, duration, or set number of hours of field experiences?

- The CEC Field Experience and Clinical Practice Standard does not specify a required number, duration, and hours of field experiences.
- Field experiences and clinical practice should be appropriate to the license, age/grade range, and roles for which candidates are being prepared. The program report must provide clear and convincing evidence that candidate's progress through a series of developmentally appropriate and sequenced field experiences with individuals with disabilities across the full range of ages, disability categories and severity, with collaborative opportunities appropriate to the licensure/certification and roles for which candidates are being prepared.
- Field experiences must be supervised by qualified professionals, and program faculty should be involved in supervision and evaluation of field experiences.
- Field experiences must be sufficient for candidates to develop and apply knowledge, skills, and dispositions essential for safe and effective practice in the special education roles for which they are being prepared.

QUESTION 23: Is it CEC's expectation that BOTH a cooperating teacher/certified special education specialist AND a university supervisor are involved in supervision and evaluation of candidates in field experiences and clinical practice?

- Faculty with special education expertise must be involved in supervision and evaluation of field experiences.
- EI/ECSE programs must provide clinical/field experiences across the age/grade range of the license. If the license covers the age range inclusive of B-2, 3-5 and 5-8 the program must provide clinical/experiences across the age range. If the license covers all three age ranges, the program must provide clinical experiences in at least two of the three age ranges and a filed experience in the third age range.

QUESTION 24: If a state's license, is across grades K-12, to meet the "Field and Clinical Practice" standard and components would candidates be expected to complete field experiences across multiple grade levels?

- The standard requires preparation program faculty with their school partners to have designed, implemented, and evaluated sequential and developmental experiences and clinical practica sufficient for prospective special educators to develop and apply knowledge, skills, and dispositions essential to the roles for which they are being prepared.
- If the preparation program prepares candidates for K-12 it would be incumbent on the program to have clinical experiences across the age/grade range. Additionally, clinical experiences should cross the types of abilities and levels indicative of the role candidates will be licensed to perform.

QUESTION 25: Does every initial preparation program have to include "student teaching/internship" experience?

- The CEC Initial "Field Experience and Clinical Practice" Standard and components do not specify that a program must include a course or experience labelled as "student teaching/internship" but it is expected that the field experiences are structured and varied and that the experiences are developmentally sequenced. Field experiences are expected to "provide rich, scaffolded, developmental, and graduated experiences with increasing responsibilities for prospective special educators." Also, field experiences must be "across the preparation program and connected and sufficiently extensive and intensive for candidates to develop and demonstrate proficiencies in the professional roles for which they are preparing."
- As part of the programmatic assessments, an assessment designed to summatively assess each candidate across time in a field experience is required. In an Option A (1) program report this assessment must be the #4 assessment. The field experience in which candidate performance is assessed by this assessment must be across enough time for candidates to demonstrate the consequential attributes and proficiencies required for safe and practice in the professional roles for which they are preparing.

Candidate Performance Assessments

QUESTION 26: What are the explicit expectations for program assessments and rubrics?

- Assessments must be designed to provide meaningful and usable evidence that the program meets the respective CEC Standards and components. The rubric and the performance indicators must focus on "candidate performance" and not on the quality of the product. Quality

of candidate performance is established through performance indicators that focus on "consequential attributes" and demonstrate a meaningful differentiation in candidate expectations. For each performance level, candidate expectations (knowledge and skills) are to be developmental and must be described and well-defined.

- Data generated must be usable for purposes of assessing candidate performance, program improvement, and provide evidence that the respective CEC Standards and components are met.

QUESTION 27: Does CEC have samples of performance-based rubrics?

- Samples of performance-based assessments as they become available will be posted on the CEC website.

QUESTION 28: How many of the assessments must be performance-based?

- All assessments and rubrics should be focused on performance, not surface features or parts of the product being assessed.
- Indicator language must focus on the quality of candidate performance, and articulate what candidates must know (knowledge) and be able to do (skills). Performance levels should be well-differentiated using observable behavioral terms.
- Indicators must focus on quality of candidate performance, not quantity; must reflect the degree of difficulty or quality of effort; and must be well defined and provide raters with explicit guidelines. Indicators must be observable, avoiding words like "some," "all," "satisfactory," and other ambiguous words. If ambiguous terms are going to be used such as "satisfactory", then the term must be defined based on what the candidates must know (knowledge) and are required to do (skills).
- The assessment and the rubric must be designed to require observers/raters to make judgements on "consequential attributes" of candidates' performance.

QUESTION 29: May grades be used as one of the key assessments?

- Given the 2020 CEC Standards emphasize the importance of performance, the use of grades will not provide solid evidence of candidate performance. However, CEC does permit the use of grades if specific parameters are met.
- The following must be provided when grades are used as a programmatic assessment:
  - A thorough description of the content and context for the grades being used,
  - A chart or narrative reflecting clearly the alignment of the grades with the Standards and major components of the respective CEC Preparation Standard.

- o The grade data aggregated to demonstrate candidate performance specific to the Standards and the major components of the respective CEC Preparation Standard(s) to which it is aligned.
- o Grades must be reported in a manner that provides meaningful candidate performance data and evidence that respective CEC Standards and components are met. See CAEP Guidance (caepnet.org) on Using Course Grades in Program Reports for further guidance on "use of grades."

QUESTION 30: If a State requires candidates take a proprietary test for licensure what are the expectations relative to use of this test as a programmatic assessment?

- If a state requires a proprietary test and/or the program requires all candidates must take a given proprietary test to complete a program this test must be used to constitute Assessment #1, content assessment, of the 6 assessments required in an Option A (1) format program report (#7 and #8 assessments are optional). The alignment of the test content and the alignment of the subparts of the test to the respective CEC Preparation Standards and components must be described in the narrative or a chart reflecting this alignment must be provided in the program report. Aggregated candidate scores and aggregated candidate subtest scores are required to be submitted. The test and the data must be administered, used and reported consistent with copyright and other proprietary standardized test parameters and ethical use.

QUESTION 31: If the state nor the program requires completion of a proprietary test what is the expectation for Assessment #1 in an Option A report?

- Assessment #1 and #2 are both is expected to be "content" assessments when programs are submitting Option A (1) program reports. If no State or programmatic proprietary test is required for program completion faculty are encouraged to select assessments that are designed to assess candidates' ability to apply content (candidate knowledge) across the respective CEC Standards and components.
- As a rule, it is not good practice to indicate on the Section III chart that the State test or any other proprietary provides evidence for each and every Standard. Careful consideration should be given to which CEC Standards and components the assessment reflects the more apparent alignment.
- If the proprietary test is a pen and pencil test, then the data may provide evidence of candidate knowledge, but it will not provide meaningful evidence of candidate demonstration of skills.
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QUESTION 32: What are some examples of assessments requiring candidates to apply content knowledge?

- Examples of assessments where candidates are expected to apply knowledge include: teacher work samples, IEPs, IFSPs, FBAs, and clinical practice assessments. Any assessment that focuses on candidate's demonstration of content knowledge across standards is an appropriate "content" assessment. These are just examples of what to use as a "content assessment". If the State or program does not require a standardized test, the selection of the "content" assessment is left to the discretion of the program.

QUESTION 33: If a portfolio is used as an assessment are their specific requirements for its use?

- A portfolio may be used as 1 of the programmatic assessments but if the portfolio is used no part or product included in the portfolio may be used as another of the programmatic assessments. Programs may use portfolio "artifacts" as assessments, or the entire portfolio but not both. For example, programs may use a "lesson plan" that is included in the portfolio as the planning assessment (#3 in Option A (1) and the generated data, OR the entire portfolio, but may not use both the portfolio and the "lesson plan" individually to constitute one of the programmatic assessments included in the program submission.
- If a portfolio is used ALL candidates must submit the same set of artifacts. For example, one candidate cannot choose to submit a "lesson plan" to demonstrate planning while other candidates choose to submit a "unit plan."

QUESTION 34: If the edTPA is used as an assessment are their specific parameters for its use?

- The edTPA is a proprietary test, and must be used as designed, without modification. Discrete edTPA rubrics cannot be used or modified.
- As with portfolio assessments, programs may use one of the edTPA "tasks" and the scores for it as an assessment or the entire edTPA but not both. For example, programs may use all of Task 1, Planning for Instruction, and the associated data, OR the entire edTPA, but may not use both the full edTPA and a discrete "task" nor can the "tasks" be individually used to constitute more than one of the programmatic assessments included in the program submission.
- Given that when the edTPA if required for program completion or licensure/certification it is high stakes test it may not provide as meaningful or usable candidate performance data as other programmatic assessments can be designed to generate.

Rubrics and Scoring Guides

QUESTION 35: If a performance assessment aligns with multiple CEC Standards and components should the Section III chart reflect that assessment for each Standard?

- As a rule, it is not good practice to attempt to align an assessment to all the standards and components or indicate on the Section III chart that an assessment provides evidence for each Standard. When each of the assessments is cited on the Section III chart as providing evidence for each of the Standards, generally the assessment alignment is too broad and lacks the depth necessary to provide strong evidence. Similarly, only documenting one assessment for a standard is problematic due to the breadth and depth of the standards. Careful consideration should be given to which CEC Standards and components the assessment reflects the more apparent alignment.

QUESTION 36: May a program submit rubrics and data from "Educator Preparation Program (EPP)" created assessments and rubrics?

- "EPP Created Assessments" may be used only if the assessment, rubric, and data are aligned in apparent ways to the respective CEC Standards and components. Global alignment to CAEP and InTASC and/or state standards is not sufficient.

QUESTION 37: In development of rubrics and levels of performance is there a given set of preferred levels or tier ranking?

- Rubrics may be 3-tier rank (i.e., "Unacceptable," "Acceptable," or "Proficient" or "Unsatisfactory," "Satisfactory," or "Superior" or any other descriptive words with a hierarchy implied), have 4 levels, 5 levels, or more. (Generally, 2 tiers do not provide meaningful and usable data.) Number of levels (tiers) is a programmatic decision.
- Rubric indicators must be descriptive and reflect increasing higher level quality of candidate performance at the given tiers/levels. Each level/tier must provide a description of expected candidate performance at this given level/tier for each discrete indicator. An overall scale of 1-3, 1-4, 1-5 etc. with single word or phrase descriptors cannot be used.
- The language of the indicators must focus on candidate performance and the consequential attributes (knowledge and skills) demonstrated not on the product or parts of the product.

QUESTION 38: What are the explicit expectations for rubrics and the rubric indicators?

- The rubric and its components, the indicators, must focus on "candidate performance" and not on the product itself or parts of the product. Rubric indicators must focus on "consequential attributes" and must address increasing levels of candidate performance. At each level of

performance what the candidate demonstrates (knowledge and skills) must be described and well defined. The sequence of performance levels must be developmental from level to level with increasing expectations for each performance level and the quality of the candidate performance. The language of the indicators and levels of functioning must be sufficient to assure inter-rater reliability and result in generation of data that is usable and meaningful as evidence the CEC Standards and components. Additionally, performance levels should reflect the knowledge and skills associated with the professional role for which the candidate is seeking licensure.

Program Performance Data

QUESTION 39.-What data should be included in the program report?

- All candidates who participate in the given assessment and are in the program for which the report is being submitted must be included in the data for each of the programmatic assessments. The disaggregated data must be reported for each administration cycle of each assessment. The data should also be disaggregated by rubric indicator.
- The only data set that reflects just the "program completers" is the data set for the state test or other proprietary test required by the program for which date is reported for Assessment #1, Content Assessment.
- Data by individual is not an acceptable format in which to submit data. Providing only means or other whole group statistical data for overall performance is not acceptable. The overall data must be accompanied by indicator and indicator performance level data.
- It is very important that the data sets are labelled consistent with the assessment/rubric used to generate the candidate performance data, the number participating in the given application is reflected, and the semester/year the data was collecting is provided.

QUESTION 40: How many cycles/administrations of data are required in the program report?

- Initial submission program reports must include data for at least two cycles/administrations of the assessments.
- In the case of state or national examinations that are given multiple times throughout the year, data from two academic terms or aggregated by years must be submitted.
- Response to Conditions reports must include data from at least one cycles/administrations of the assessments that has been generated by the rubrics included in the resubmission beyond the data in the initial report. The exception is if the first submission provided no data for an assessment, then the resubmission must include two sets of data for that given assessment.
- Under no conditions is it expected that program reports include data from more than three administration cycles of the assessments.

- A program cannot receive a "Recognized" decision without data for all assessments.

QUESTION 41: Can a state-mandated credentialing test or the edTPA be used as the sole or primary evidence of apparent alignment with the respective CEC Preparation Standards?

- While proprietary tests, if required by the State or program, must be used as Assessment #1 in an Option A (1) program report and the CEC mandated 80% pass rate must be met no proprietary test or the edTPA should be used as the sole or primary evidence a given CEC Preparation Standard or its components is met. State assessments or the edTPA may be used as supplementary evidence for meeting the respective CEC Preparation Standards and components. State assessments nor the edTPA can be used as a sole source of evidence for meeting any CEC Standard.

QUESTION 42: If the program report is submitted without the required sets of data can the program receive "recognition?"

- The first submission of a program report must include data for at least 2 administration cycles for each assessment generated by the assessment and rubric included in the report. "Recognition with Conditions" reports must include data from at least 1 administration cycle of each assessment beyond the data in the initial report. If in the first submission no data was submitted, then two sets of data are required in the resubmission.
- A program cannot be "Recognized" without data for all assessments.

CEC Standards and Components and the edTPA

QUESTION 43: In what ways and to what extent does the edTPA align to the CEC standards and components as informed by the specialty skill sets(s)?

- The edTPA is a proprietary test, and must be used as designed, without modification. Discrete edTPA rubrics cannot be used or modified to constitute a programmatic assessment.
- The edTPA was designed as a measure of pedagogy. It was not designed to measure ALL aspects of effective teaching for special educators. Other program embedded measures are more suitable for evaluating candidate knowledge, skills, or abilities in these areas.
- As with portfolio assessments, programs may use one of the "tasks" and the scores for it as an assessment, or the entire edTPA. For example, programs may use all of Task 1, Planning for Instruction, and the associated data, OR the entire edTPA, but may not use both the full edTPA

and a discrete "task" nor can the "task" be individually used to constitute more than one of the programmatic assessments included in the program submission.

- The edTPA and the data may be used as supplementary evidence for meeting the respective CEC Preparation Standards, but the edTPA may not be used as the sole source of evidence for meeting any one specific CEC Preparation Standard.
- The edTPA if used within the parameters of its standardization and copyright may be used as an initial program assessment but it is not an appropriate advanced program assessment.
- An alignment chart reflecting the alignment of the edTPA to the CEC Standards and components is provided on the CEC web site.

QUESTION 44: For how many administrations of the edTPA must data be submitted?

- If the edTPA is used as a program assessment, the amount of data required of preparation programs will be the same as for other program assessments. In the first submission two sets of data must be submitted; in resubmissions one set of data must be submitted unless no data was provided in the prior submission. If no data was provided in the prior submission, then 2 sets of data are required. A data set is constituted by data aggregated by semester or by year not by singular or discrete submissions.

CEC Standards and Components and the InTASC Standards

QUESTION 45: If assessments and rubrics are aligned with the InTASC Standards and/or CAEP Standards is this sufficient alignment?

- The InTASC Standards describe the knowledge, skills, and dispositions that all teachers should demonstrate for effective entry level practice. The respective CEC Standards describe the knowledge and skills required of special educators for safe and effective entry level practice in the professional role for which licensure is sought. While there is a relationship between the standards, it is not sufficient for a program to address the InTASC Standards in apparent ways and not the respective CEC Standards and components.
- The CAEP Standards must be met across an institution's personnel preparation programs, including Special Education. The CAEP Standards are not program specific.
- Given the program review is a review of program evidence and specific to the candidates in that given program, the assessments and evidence must align in apparent ways to the respective CEC Standards and components. It is incumbent on the program to demonstrate alignment in apparent ways in the program report submitted.

Recognized with Conditions Program Reports

QUESTION 46: What should be included in a resubmission to remove "Condition(s)?"

- The "Conditions" must be addressed in the resubmitted report. A "Conditions" report must address the same CEC Standards that generated the set of conditions. For example, if the Option 1(A) report submitted addressed the CEC 2012 Standards, then the "Conditions" report must also address the 2012 CEC Standards.
- The resubmission must provide sufficient information and evidence to address each of the "Conditions." The resubmission must include at least 1 NEW data set generated by the rubrics included in the resubmission and for any assessment cited on the Section III chart as providing evidence a Standard is met that was not met in the prior review. The assessment descriptions, the rubrics, and data sets, aligned to Standards and components "not met" or "met with condition" and indicated on the Section III Standards chart as providing evidence a Standard is met must be provided in the resubmission.
- An additional section is required in the submission to remove conditions; in this section a description needs to be provided of actions taken to address "Conditions" since the prior submission.
- As a rule, it is better to submit more rather than less as the more information and evidence provided the more the reviewer can use to determine that the respective CEC Standards and components are met.

Further Development or "Not Recognized" Program Reports

QUESTION 47: What is required in the resubmission if the decision received is "Further Development" or "Not Recognized?"

- If the prior decision was "Further Development" or "Not Recognized" a revised and completed (all parts) Option A (1) report is required. Programs are encouraged to carefully consider all reviewer comments in the prior review and to contact the CEC Program Review Coordinators for guidance as to how to proceed in making programmatic and assessments changes needed to meet Standards and components.

National Recognition Outside of the CAEP Process

QUESTION 48: Can a program be recognized by CEC outside of the CAEP processes?

- CEC National Recognition is only available to programs who's EPP is engaged in CAEP Accreditation. However, CEC has its own accreditation process and programs can pursue CEC Accreditation regardless of CAEP Accreditation status. For more information on CEC Accreditation and to initiate this process please refer to the [website](#).

Additional Resources

QUESTION 49: What additional program review resources available?

- The CEC website is periodically updated to provide multiple resources related to CEC's standards, report writing, and to support volunteer reviewers. The publication "Practice-Based Standards for the Preparation Special Educators" (commonly known as the "Purple Book") is also a useful reference resource and is available for order [here.](#)

QUESTION 50: Are consultants or technical assistants available to provide guidance or help?

- CEC offers multiple levels of technical assistance, ranging from self-help materials, webinars, day-long workshops, and individualized on-site support. Further information is available at the CEC Professional Standards Technical Assistance [webpage](#). For more information contact CEC staff at prostandards@exceptionalchildren.org.