

Hawaii Teacher Standards Board

Program Report for Adding a Field to a License

Special Education

Reviewers

- Jonathan Gillentine, PhD, NBCT, Early Learning Specialist, Windward District
- Diann Huber, Ed.D. President, iteachU.S.
- Topher Erickson, Ph.D., HTSB Educational Specialist

1. Institution Name

Brigham Young University Hawaii

2. Date Submitted

10/01/2015

3. Contact Information

Name: Dr. John Bailey

Title Chair—School of Education

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4. Name of program:

Area of Focus in Special Education (Mild-Moderate)

5. Hawaii'i Teacher Standards Board License Field and Grade Level for which candidates are being prepared

License Field	Grade Level
Special Education Area of Focus in Elementary Education and Secondary Education	K-6 and 7-12

6. Program Level: Undergraduate

Name of Site	Address
Brigham Young University Hawaii	55-220 Kulanui St, Bldg 1954, Laie, HI 96762-1294

7. National Accreditation

Accrediting Agency	Effective and Expiration Date of Current National Approval

CEC	December 2015
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SECTION I - PROGRAM OF STUDY

Program of study

Course Title/Number	Description	Reviewer Comment
SPED 300 (3) Education of Exceptional Students	This course provides a survey of current knowledge on individuals with disabilities within the context of human growth and development across the life span. Content includes historical factors, legislation overview, etiology, characteristics, needs, and educational strategies, including working with families and support services of/for individuals with disabilities ranging from mild to moderate disabilities.	
SPED 309 (3) Theories and Practices for Students with Special Needs	This course covers aspects of designing, delivering, and adapting direct instruction for students across the range of mild to moderate disability in elementary and secondary inclusive or resource room settings. Content on relevant learner characteristics can be found throughout the course. The course introduces candidates to a wide range of relevant literacy contents that are evidence-based practices for teaching students with reading, writing, handwriting, spelling, and mathematical difficulties at the elementary and secondary levels.	
SPED 325 (3) Legal Foundations of Special Education	This course provides an in-depth review of the federal and state statues and regulations as they relate to special education and persons with disabilities. Candidates will plan, develop, and write up a mock IEP/ITP and participate in a mocked IEP/ITP meeting. Candidates will have a grounded knowledge and understanding about how to apply multiple data sources in making decisions about student progress, instruction, program, accommodations, and assessment methodology for individuals with exceptionalities.	
ELED 430 (3) Behavior Management for Elementary Education (Integrated class team taught by elementary and special education faculty)	This course will be taught as a team with another elementary education faculty to provide elementary candidates with the knowledge and skills necessary to observe, design, implement, and evaluate individualized behavior support interventions. Preservice teachers will learn to use effective teaching strategies to build relevant management skills so that students can generalize and maintain appropriate behavior for learning. Course skills will be applied in field experience activities through an elementary functional behavioral plan.	Classroom management is often raised as an area that new teachers find challenging. This course appears to address the concern within a realistic context that will hopefully strengthen teacher performance in the field.
SCED 430 (2) Behavior Management for	This course will be taught as a team with another secondary education faculty to provide secondary candidates with the knowledge and skills	

Secondary Education (Integrated class team taught by secondary and special education faculty)	necessary to observe, design, implement, and evaluate individualized behavior support interventions. Preservice teachers will learn to use effective teaching strategies to build relevant management skills so that students can generalize and maintain appropriate behavior for learning. Course skills will be applied in field experience activities through a secondary functional behavioral plan.	
SPED 491 (3) Observation and Practicum	Candidates work under the tutelage of a University Supervisor and a Cooperating Teacher in elementary/secondary special education settings demonstrating pedagogy learned in methods courses. Seminar attendance is required.	Expected to be offered only once, a candidate who does not complete all assessments satisfactorily can be extended with a “T” grade until met, or the candidate if grossly unsatisfactory can be recommended to discontinue the program during the course in severe situations or at the end of the course (EPP’s answer to follow up inquiry)
SPED 492 (12) Student Teaching	Supervised teaching in the public schools in both elementary/secondary and special education setting. Final semester before graduation. Seminar attendance required. Successful completion of PRAXIS series required for U.S. licensees.	This proposal asks to include SPED as an Area-of-Focus in the Elementary and Secondary programs – it is not a separate program by itself. State requirements are spelled out in the Elementary and Secondary programs (EPP’s answer to follow up inquiry). Additionally, federal and state guidelines are covered in SPED 325

SECTION II—CRITERIA FOR ADMISSION AND EXIT

Admission and exit criteria

Transition Point	Criteria/Requirements	Reviewer Comment
Admission	<ul style="list-style-type: none"> • PRAXIS II • Successful completion of all courses in the Pre-Professional Area and Academic Support Area with a C- or higher grade and a minimum cumulative GPA of 2.0 on a 4.0 scale • A completed graduation plan on file with an Academic Advisor • Successful interview with 2 faculty members from the School of Education and complete an essay response 	

	<ul style="list-style-type: none"> • Complete two Teacher Education Program Recommendation Form • Successful clearance of all state requirements • Additional content course may be required for secondary education majors, early advising is highly recommended • Approval of the SPED program lead 	
Exit	<ul style="list-style-type: none"> • Maintain 2.0 GPA or better • Passing with a C- or better in all coursework and field work • Demonstrate Knowledge, Skills, and Disposition competencies consistent with the CEC and HTSB standards • Scores of Meets Expectation on Professional Dispositions • Scores of Classroom observation meet well-prepared/accomplished • Final evaluation rating meets passing in each CEC and HTSB standard • Teacher Standards portfolio provides evidence of meeting CEC and HTSB standards • Completion of student teaching in both elementary/secondary and special education classroom 	The assessment tools for observation, student teaching evaluation, and candidate dispositions and rubrics to guide the use of these documents are clearly stated.

SECTION III - LIST OF ASSESSMENTS

Name Of Assessment	Type or Form of Assessment	When the Assessment is Administered	Standards Addressed	Reviewer Comment (Reviewer Only)
1. Licensure assessment, or other content-based assessment (required)	PRAXIS II	Pre-Admission into Program	3. Curricular Content Knowledge	
2. Assessment of content knowledge in license field (required)	Transcript Analysis: Cumulative GPA and grades in educational courses	Admission into Program at Professional Year	1. Learner Development and Learning Differences 3. Curricular Content Knowledge	
3. Assessment of candidate ability to plan instruction	Observation Form Domain A: Instructional	Pre-Admission, Academic	1. Learner Development	Observation form provides clear

(required)	Planning	Support, and Professional Year Field Experience in the candidate's grade and subject field	and Learning Differences 2. Learning Environments 3. Curricular Content Knowledge 4. Assessment 5. Instructional Planning and Strategies	indications of what is expected of teacher candidates in planning lessons.
4. Assessment of student teaching (required)	Student Teaching Evaluation + Mid-Year and Final-Year Evaluation	Professional Year supervised student teaching in candidate's grade and content area	1. Learner Development and Learning Differences 2. Learning Environments 3. Curricular Content Knowledge 4. Assessment 5. Instructional Planning and Strategies 6. Professional Learning and Ethical Practice 7. Collaboration	Evaluation forms and rubrics clearly demonstrate the expectations that are set by the institution for assessing student teaching.
5. Assessment of candidate effect on student learning (required)	Reflection Assessment Report	Professional Year (3 rd to 4 th year), Student Teaching in candidate's grade and content area	1. Learner Development and Learning Differences 2. Learning Environments 3. Curricular Content Knowledge 4. Assessment 5. Instructional Planning and Strategies 6. Professional Learning and Ethical Practice 7. Collaboration	The report and associated rubric show how teacher candidates can most effectively have an impact on student learning.
6. Assessment on Candidate Dispositions (required)	Disposition Form	Every semester in each education class from pre-admission to professional year	1. Learner Development and Learning Differences 2. Learning Environments 6. Professional Learning and Ethical Practice 7. Collaboration	The disposition form and clearly delineates what dispositions are valued by the institution. The rubric for this form describes how these dispositions are to

				be demonstrated.
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SECTION IV-EVIDENCE FOR MEETING STANDARDS

Standard	Program’s Evidence That Candidates Meet Standard. Summarize the evidence from the assessments that measure each standard.	Reviewer Comment (Met / Not Met)
<p>1. Learner Development and Individual Learning Differences</p> <p>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.</p>	<p>Assessment #2, 3, 4, 5, 6 Evidence: Candidates must successfully complete all Pre-Professional and Academic Support Area courses including all SPED with a C- or better grade to demonstrate understanding about individuals with exceptionalities (Assessment #2).</p> <p>Candidates must score within the “Well-Prepared” or “Accomplished” level in Domain A of their Student Teaching Evaluation to demonstrate their ability to plan lessons that are developmentally and academically appropriate for learners with exceptionalities (Assessment #3).</p> <p>Candidates must score within the “Well-Prepared” or “Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding on how they will apply their knowledge in providing meaning instructions for individuals with exceptionalities (Assessment #4).</p> <p>Candidates must score in the “Proficient” or Exemplary level for Reflection Assessment Report to demonstrate the effect of their</p>	<p>Met</p> <p>The institution sets high expectations for teacher candidates in demonstrating their knowledge of how exceptionalities may interact with development and learning. Evidence of these high expectations is found in how candidates plan for lessons to create challenging learning experiences for students with exceptionalities, in the application of this knowledge as they provide meaningful instruction to these students, and in their reflection on their teaching and dispositions.</p>

	<p>teaching to meaningfully challenge individuals with exceptionalities (Assessment #5).</p> <p>Candidates must achieve the “Proficient” or “Exemplary” level in their Professional Dispositions to demonstrate appropriate dispositional qualities in working with individuals with exceptionalities (Assessment #6).</p>	
<p>2. Learning Environments</p> <p>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.</p>	<p>Assessment #3, 4, 5, 6 Evidence: Candidates must score within the “Well-Prepared” or “Accomplished” level in Domain A of their Student Teaching Evaluation to demonstrate their understanding of how to create a responsive classroom so that individuals with exceptionalities become effective, engaging, and socially proactive well-beings (Assessment #3).</p> <p>Candidates must score within the “Well-Prepared” or “Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding on how to apply their knowledge in creating a conducive environment for learners of all diverse needs so that learning is appropriate, engaging, and inclusive (Assessment #4).</p> <p>Candidates must score in the “Proficient” or Exemplary level for Reflection Assessment Report to demonstrate the effect of their teaching creating an environment that is conducive, safe, and culturally appropriate to meet the needs of individuals with</p>	<p>Met</p> <p>The institution sets high expectations for teacher candidates in demonstrating their knowledge of creating a responsive learning environment to support students with exceptionalities. This evidence is found in how teacher candidates demonstrate this knowledge in their teaching, how they establish an environment that feels safe and is culturally appropriate, and in examining their own dispositions to support the social and emotional well-being of the learners in their classroom.</p>

	<p>exceptionalities (Assessment #5).</p> <p>Candidates must achieve the “Proficient” or “Exemplary” level in their Professional Dispositions to demonstrate appropriate qualities in enhancing the social and emotional well-beings of individuals with exceptionalities (Assessment #6).</p>	
<p>3. Curricular Content Knowledge</p> <p>Beginning special education professionals use knowledge of general and specialized curricular to individualize learning for individuals with exceptionalities.</p>	<p>Assessment # 1, 2, 3, 4, 5 Evidence: Candidates must score a passing rate of the Special Education Mild to Moderate PRAXIS II exam required by HTSB in order to demonstrate sufficient content and pedagogical knowledge in individualizing learning for students with exceptionalities (Assessment #1).</p> <p>Candidates must successfully complete all Pre-Professional and Academic Support Area courses including all SPED with a C- or better grade to demonstrate foundational understanding for beginning teachers in working with individuals with exceptionalities (Assessment #2).</p> <p>Candidates must score within the “Well-Prepared” and “Accomplished” level in Domain A of their Student Teaching Evaluation to demonstrate their understanding in planning and integrating general and specialized curricular for individuals with exceptionalities (Assessment #3).</p> <p>Candidates must score within the “Well-Prepared” or</p>	<p>Met</p> <p>The institution sets expectations for teacher candidates in demonstrating their knowledge of content knowledge. This evidence is found in how teacher candidates must pass PRAXIS for special education and in the requirement to meet specific grade requirements for coursework pertinent to their work in this field. Evidence is also found in the requirement to demonstrate appropriate lesson planning to meet the needs of their students, to demonstrate how they meet the needs of individual learners by adapting curriculum, and how they show the impact of their teaching on student growth relating to content in their reflection on assessment</p>

	<p>“Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding on how to apply their knowledge in adapting curriculum for individuals with exceptionalities (Assessment #4).</p> <p>Candidates must score in the “Proficient” or Exemplary level for their Reflection Assessment Report to demonstrate the effect of their teaching on students with exceptionalities when they individualized learning for individuals with exceptionalities (Assessment #5).</p>	
<p>4. Assessment</p> <p>Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.</p>	<p>Assessment #3, 4, 5 Evidence: Candidates must score within the “Well-Prepared” or “Accomplished” level in Domain A of their Student Teaching Evaluation to demonstrate their understanding in using varied assessment tools and data-sources in making decisions for individuals with exceptionalities (Assessment #3).</p> <p>Candidates must score within the “Well-Prepared” or “Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding on how to apply multiple assessment approaches and data-sources in making decisions (Assessment #4).</p> <p>Candidates must score in the “Proficient” or Exemplary level for their Reflection Assessment Report to demonstrate the effect of their teaching on individuals with</p>	<p>Met</p> <p>The institution sets high expectations for teacher candidates in demonstrating their knowledge of assessment. Evidence is shown in how teacher candidates must demonstrate knowledge of assessment tools, how this knowledge guides their decisions about instruction in meeting the needs of individual learners, how they must use multiple sources of assessment data, and how they reflect on the impact of their decisions relating to the use of data in their instruction.</p>

	<p>exceptionalities when they use multiple methods of assessment and data-sources in making decisions (Assessment #5).</p>	
<p>5. Instructional Planning and Strategies</p> <p>Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.</p>	<p>Assessment #3, 4, 5 Evidence: Candidates must score within the “Well-Prepared” or “Accomplished” level in Domain A of their Student Teaching Evaluation to demonstrate their understanding in selecting, adapting, and using a repertoire of evidence-based strategies to guide instructional planning for individuals with exceptionalities (Assessment #3).</p> <p>Candidates must score within the “Well-Prepared” or “Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding on how to apply appropriate instructional strategies in using evidence-based strategies to advance the learning of individuals with exceptionalities (Assessment #4).</p> <p>Candidates must score in the “Proficient” or Exemplary level for their Reflection Assessment Report to demonstrate the effect of their teaching on individuals with exceptionalities when they select, adapt, and use a repertoire of evidence-based strategies to advance learning of individuals with exceptionalities (Assessment #5).</p>	<p>Met</p> <p>The institution sets high expectations for teacher candidates in demonstrating their knowledge of instructional planning and teaching strategies. The evidence is found in how teacher candidates must demonstrate a variety of evidence-based strategies to support their planning for instruction, how they apply these strategies to meet the needs of learners, and how they reflect on the use of these strategies.</p>
<p>6. Professional Learning and Ethical Practice</p>	<p>Assessment #4, 5, 6 Evidence: Candidates must score within the “Well-Prepared” or “Accomplished”</p>	<p>Met</p> <p>The institution sets high expectations for teacher</p>

<p>Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.</p>	<p>level in their Student Teaching Evaluation to demonstrate an understanding on how to apply foundational knowledge of the field and ethical principles in their practices as special education professionals (Assessment #4)</p> <p>Candidates must score in the “Proficient” or Exemplary level for their Reflection Assessment Report to demonstrate the effect of their teaching on individuals with exceptionalities when reflecting on their professional knowledge and ethical practices to inform practices as lifelong learners (Assessment #5).</p> <p>Candidates must achieve the “Proficient” or “Exemplary” level in their Professional Dispositions in order to demonstrate appropriate ethical principles and practices in the profession (Assessment #6).</p>	<p>candidates in demonstrating their use of foundational knowledge of their own learning and ethical practice. Evidence is found in how teacher candidates use foundational knowledge and demonstrate ethical practice during their student teaching, how they reflect on their use of professional knowledge and ethical practices, and how they demonstrate a disposition for ethical practices and professionalism.</p>
<p>7. Collaboration</p> <p>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.</p>	<p>Assessment # 4, 5, 6</p> <p>Evidence: Candidates must score within the “Well-Prepared” or “Accomplished” level in their Student Teaching Evaluation to demonstrate an understanding of how they collaborate with families, community agencies, and service providers in responsive ways (Assessment #4)</p> <p>Candidates must score in the “Proficient” or Exemplary level for their Reflection Assessment Report to demonstrate the effect of their teaching on individuals with exceptionalities when they collaborate with stakeholders</p>	<p>Met</p> <p>The institution sets high expectations for teacher candidates in demonstrating their knowledge of collaboration. Evidence is shown in how teacher candidates demonstrate their ability to collaborate with families and community agencies, how they reflect on the impact of their collaboration on their teaching, and how they demonstrate the dispositions of consistency and responsiveness in their collaborative efforts.</p>

	<p>to address the needs of individuals with exceptionalities (Assessment #5).</p> <p>Candidates must achieve the “Proficient” or “Exemplary” level in their Professional Dispositions in order to demonstrate consistent and responsive practices in collaborating with families, service providers, and community agencies in addressing individuals with exceptionalities (Assessment #6).</p>	
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SECTION V-HAWAI'I SPECIFIC REQUIREMENTS

As stated in the Hawai'i Administrative Rules (HAR) §8-54-19, HTSB requires EPPs to meet the following requirements.

REQUIREMENT	EVIDENCE
<p>Candidates meet the performance standards as adopted by the board.</p>	<p>A. Candidates will complete a standards portfolio in which they provide artifacts as evidence for each Hawaii teacher performance standards and the Council for Exceptional Children. The performance portfolio will be evaluated by the SPED program faculty Chair and Elementary/Secondary Faculty where appropriate.</p> <p>B. Candidates will be evaluated by the Cooperating teacher, the university adjunct faculty, and the SPED Chair. The Cooperating Teacher supervising the candidate in the Area of Focus in Special Education will complete a Mid-Year and Final evaluation using a form based upon the 10 Hawaii teacher performance standards which are aligned to the CEC standards. The SPED faculty will complete a University Supervisor’s Report of Student Teaching to evaluate the candidates’ successful completion of all program requirements in the Area of Focus in Special Education.</p> <p>C. Each candidate will be formally observed 16 times during the clinical practice (8 by cooperating teacher, 4 by BYUH faculty, 4 by BYUH adjunct faculty). Within these observations, 50% of those times will include settings with individuals with exceptionalities. The observation form is aligned to the 10 Hawaii teacher performance standards as well as the 7 CEC standards.</p>

<p>Candidates exhibit professional and ethical dispositions necessary to help all students learn as outlined in the board's Code of Ethics.</p>	<p>A. Candidates will meet the school's Honor Code, this also reflects in meeting the HTSB Code of Ethics and the CEC #6 standard of commitment to students, commitment to the profession, and commitment to the community.</p> <p>B. Candidates at BYUH agree to abide by the University Honor Code from the point of entrance and throughout their studies at BYUH, including an annual ecclesiastical endorsement.</p> <p>C. Each candidate will be evaluated on all professional dispositions for each formal observation that occurs during field practice. Each candidate will be observed 24 times during the field practice (8 times during O&P and 16 times during student teaching). For an Area of Focus in Special Education, candidates will be evaluated at least 12 times (4 times during O&P and 8 times during student teaching) in a setting with individuals with exceptionalities.</p>
<p>Candidates meet the standards from a national organization approved by the board for the license fields offered in the program or, for license fields without national standards, the standards approved for the field</p>	<p>A. Candidates in the Area of Focus in Special Education must pass the PRAXIS II Special Education Core Knowledge and Mild to Moderate Applications #0543 prior to student teaching during their professional year.</p> <p>B. Candidates' competencies will be rated using the observation rubrics which are aligned to the 10 Hawaii teacher performance standards as well as the 7 CEC Standards.</p>

The unit must provide evidence that their candidates are prepared to incorporate the following areas into their practice:

REQUIREMENT	EVIDENCE
<p>Hawaiian language, history and culture;</p>	<p>A. All candidates in the Area of Focus in Special Education are required to complete HWST 101 Hawaiian Studies with a grade of C- or higher.</p> <p>B. In addition, elementary candidates with an area of Focus in Special Education take ELED 380, Social Studies which includes a cumulating assignment to create a lesson plan within the specific context of Hawaii and teach it to their peers in class.</p>
<p>Student standards adopted by the Department</p>	<p>A. Candidates in an Area of Focus in Special Education are required to include and teach to the Common Core Standards in their lesson plans.</p> <p>B. Candidates in the Area of Focus in Special Education must include the standard/benchmark appropriate to the content area during the clinical field practice.</p> <p>C. Each candidate has 16 formal observations to ensure standards are practiced in the field; copies of evaluation are kept in the candidate's file. For candidates in an Area of Focus in Special Education, 50% of those observations will include settings with individuals with exceptionalities.</p>
<p>Teaching of reading including working with students of reading difficulties;</p>	<p>A. Candidates in the Area of Focus in Special Education are required to take SPED 309 where they plan and teach two direct instructions on</p>

	<p>reading to their peers. As part of the cumulating final exam, candidates submit an adapted lesson plan with specific goals on working with students with reading difficulties.</p> <p>B. Elementary education candidates opting to complete an Area of Focus in Special Education enroll in two language arts courses which address literacy, reading challenges, and language acquisition.</p> <p>C. Secondary education candidates opting to complete an Area of Focus in Special Education enroll in a Content area (Disciplinary) Literary course, which addresses practices for making the content major accessible to all learners.</p> <p>D. In both of these reading classes, candidates learn to differentiate instructions in lesson planning and demonstrate their knowledge and skills in class.</p> <p>E. During O&P and student teaching, candidates in an Area of Focus in Special Education are required to identify and integrate differentiated instructions (Domain E of Observation Form) in the content specific areas including reading.</p>
<p>Working effectively with students with disabilities, including training related to participation as a member of individualized education program teams;</p>	<p>A. Candidates in an Area of Focus in Special Education are required to enroll in SPED 325 to address all the legal requirements of IEP and Section 504. Candidates must complete the writing of a mocked IEP/ITP as appropriate for their grade levels and participate in a mocked IEP/ITP meeting.</p> <p>B. Candidates in an Area of Focus in Special Education will be evaluated in the field experience on their capacity to adapt, accommodate, and modify lessons according to legal requirements in order to meet the needs of individuals with exceptionalities.</p>
<p>Working effectively with students who are limited English proficient;</p>	<p>A. Candidates in an Area of Focus in Special Education enroll in SPED 309 on theories of teaching practices on reading, writing, spelling, and handwriting. Candidates also teaches two direct instructions in this course to their peers and complete an adapted lesson plan as part of the cumulating final exam.</p> <p>B. Candidates in an Area of Focus in Special Education are required to enroll in a pedagogy course EDU340 on Sheltered Instruction Observation Protocol (SIOP). This course specifically targets working effectively with students who have limited English proficiency.</p> <p>C. Elementary education candidates who opted for an Area of Focus in Special Education enroll in two language arts courses, which address literacy, reading challenges, and language acquisition.</p> <p>D. Secondary education candidates who opted for an Area of Focus in Special Education enroll in a Content area (Disciplinary) Literary course, which addresses practices for making the content major accessible to all learners.</p>

	E. Candidates in an Area of Focus in Special Education are required to include differentiated instruction/activities in their lesson planning (Domain A of Observation Form) to include appropriate adaptations for students with LEP.
Working with gifted and talented students;	A. Candidates in an Area of Focus in Special Education are required to include differentiated instruction/enhanced activities in (Domain A of Observation Form) to enrich the gifted and talented students. B. Candidates in an Area of Focus in Special Education will be evaluated during clinical field practice on the planning and instruction for all students.
Integrating technology effectively into curricula and instruction, including activities consistent with the principles of universal design for learning and the use of technology to effectively collect, manage and analyze data to improve teaching and learning for the purpose of increasing student academic achievement.	A. Candidates in an Area of Focus in Special Education are required to enroll in EDU 305 technology and assisted instruction course. Candidates study how computers and related technologies are currently being used to enhance instruction and training. Emphasis is given to understanding principles of effective technology use in K-12 classrooms, including the application of assistive technology for working with individuals with special needs. B. Candidates in an Area of Focus in Special Education will provide artifacts of this standard in their professional portfolios.

SECTION VI-TEAM SUMMATION –Reviewers Only

1. Areas of Strength

Expectations on candidate assessments are consistently high. The Observation Instrument is an extensive evaluation of classroom presentations and performance.

2. Areas for Improvement

Measures of developing assessments.

SECTION VII-TEAM CONSENSUS – Reviewers Only

Standard	Met	Met with Conditions (include conditions)	Not Met (include rationale)
Standard 1	X		
Standard 2	X		
Standard 3	X		
Standard 4	X		
Standard 5	X		

Standard 6	X		
Standard 7	X		
Standard 8	X		
Standard 9	X		
Standard 10	X		

TEAM DECISION:

4 **Full Approval:** This decision is given to EPPs that meet the guidelines for all five standards. Areas for improvement may be cited, indicating problems warranting the EPPs attention.