Council on Education of the Deaf

CED Program Review Rubric

Revised, February 2020

Program Accreditation Review for:

Institution: **Date submitted**

Program Coordinator/Director: **Academic Rank/Title**:

Address:

Phone: **Email:**   **Fax:**

Council on the Education of the Deaf Program Review Rubric

Standard 1.1 Design of the Curriculum: *Each curriculum reflects the program's philosophy regarding the education of students who are D/deaf or hard of hearing (subsequently referred to as referred to as D/HH) and personnel preparation, its conception of the role of the teacher, and its program course objectives.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
The program's philosophy regarding the education of D/HH students is clearly described and is reflected in the program's conception of the role of the teacher, program and course objectives and Field Experiences: a. How is the institution's philosophy reflected in the program to prepare teachers of students who are D/HH? b. What describes the program philosophy and teacher roles in preparing candidates to use listening and speaking, sign language or both with D/HH students, including the objectives of the program? c. What evidence indicates that specific objectives for the curriculum have been defined and that the objectives reflect the institution's analysis of the professional school positions for which candidates are being prepared? d. What information shows that the teacher preparation program and each curriculum are designed to meet the stated objectives?	Philosophy is not consistently or clearly reflected in all or most of the four areas: 1. conception of role of the teacher, 2. program objectives, 3. course objectives, 4. field experiences	Philosophy consistently reflected in most of the four areas: 1. conception of role of the teacher, 2. program objectives, 3. course objectives, 4. field experiences	Philosophy consistently and clearly reflected in all of the four areas: 1. conception of role of the teacher, 2. program objectives, 3. course objectives, 4. field experiences	a. b. c. d.

Standard 1.2.1 Curriculum Components: *The generic portion of the core curriculum consists of learning experiences designed to develop candidate outcomes in the following areas defined by the CEC Special Education Initial Special Educator Preparation Standards: (1) Learner Development and Individual Learning Differences; (2) Learning Environments; (3) Curricular Content Knowledge; (4) Assessment; (5) Instructional Planning and Strategies; (6) Professional Learning and Ethical Practice; and (7) Collaboration.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions:	Met	Status
Course objectives align with CEC/CED initial educator standards	Few if any course objectives are clearly aligned with CEC/CED initial educator standards	Some course objectives are clearly aligned with CEC/CED initial educator standards	Most course objectives are clearly aligned with CEC/CED initial educator standards	
Key assessments found within courses address the seven CEC/CED overall standards	Key assessments may or may not be found within courses or field experiences and may or may not be aligned and address the seven CEC/CED overall standards	Key assessments found within courses or field experiences are aligned and address most of CEC/CED overall standards	Key assessments found within courses or field experiences are aligned and address all of the CEC/CED overall standards	

Standard 1.2.2 Language and Communication: *The specialized portion of curriculum prepares candidates to meet the unique language and communication needs of D/HH children. The curriculum should include, as appropriate to program objectives, experience, coursework and training in skills that optimize language development, learning and literacy.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions:	Met	Status
Program elements optimize candidate skills to enhance language development, learning, and literacy needs of D/HH children, consistent with the program mission and philosophy	Few program elements clearly support unique language development, learning, and literacy skills, consistent with program mission and philosophy	Some program elements clearly support unique language development, learning, and literacy skills, consistent with program mission and philosophy	Program elements clearly support unique language development, learning, and literacy skills, consistent with program mission and philosophy	
Key assessments establish candidate skill proficiency levels in teaching students who learn through listening and speaking, sign language or both.	Key assessments are absent or insufficient to determine candidate proficiency levels	Key assessments provide inconsistent or inadequate measures of candidate proficiency levels	Key assessments ensure that candidates demonstrate appropriate professional proficiencies	

Standard 1.3.1   Practicum Length and Sequence: *The curriculum incorporates a planned sequence of practicum experiences appropriate to the general curriculum. Practicum includes adequate amounts of observation, participation, and practice for A MINIMUM OF 150 HOURS OF DIRECTED OBSERVATION AND PARTICIPATION AND A MINIMUM OF 250 CLOCK HOURS OF STUDENT TEACHING.* Indicate the total hours spent in direct observation and participation (150 hrs minimum) and in student teaching (250 hrs minimum).

Evaluation Questions	*Not Met: Further Work Needed*	*Met with Conditions.*	*Met*	*Status*
Number of practica, field experience, and student teaching hours are adequate	Practica, field experiences and student teaching hours do not meet the minimum hours	Practica and field experience hours are within 5- 10 hours of the minimum hours (150) of directed observation and participation and the minimum number of clock hours (250) of student teaching	Practica and field experience hours meet the minimum hours (150) of directed observation and participation and the minimum number of clock hours (250) of student teaching	
Nature of practica, field experiences, and student teaching is appropriate for program philosophy	Few or none of practica, field experiences and student teaching placements are appropriate to program philosophy	Some of practica, field experiences and student teaching placements are appropriate to program philosophy	Majority of practica, field experiences and student teaching placements are appropriate to program philosophy	
Sequence of practica, field experiences and student teaching	Sequence of practica, field experiences and student teaching does not appear to be structured to build refined teaching skills	Sequence of practica, field experiences and student teaching are somewhat structured to build increasingly refined teaching skills.	Sequence of practica, field experiences and student teaching are generally structured to build increasingly refined teaching skills.	
Assessment of practica, field experiences and student teaching experiences measure effectiveness of placement in building candidates' skills	No or limited assessment of effectiveness of field experience (practica, internships, student teaching) is evident.	Assessment of effectiveness of most field experience placements (practica, internships student teaching) is evident.	Assessment of effectiveness of all field experience placements (practica, internships, student teaching) is evident	

Standard 1.3.2 Practicum Facilities: *A wide range of practicum facilities is available. Candidates should be familiar with the full array of resources and the continuum of alternative placements available to D/HH students and carry out practicum activities in these settings and facilities as appropriate to the objectives of the program and their own professional goals.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Program offers a range of practicum facilities in which candidates can carry out practicum activities	Practicum activities are limited to one facility.	A limited range of practicum facilities (2-3) are used by the program.	A varied array of practicum facilities are used by the program.	
Practicum facilities provide candidates with exposure to children from diverse cultural, racial and economic backgrounds.	Practicum facilities/activities provide candidates with no exposure to children from diverse cultural, racial and economic backgrounds.	Practicum facilities/activities provide candidates with limited exposure to children from diverse cultural, racial and economic backgrounds.	Practicum facilities/activities provide candidates with extensive exposure to children from diverse cultural, racial and economic backgrounds.	

Standard 1.3.3 Practicum Supervision: *Qualified personnel from the teacher preparation center and practicum facilities conduct a well-coordinated, planned program of supervision for all phases of practicum. Supervision is adequate and appropriate in terms of its nature, frequency, and amount and its relevance to program objectives.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
The frequency of supervision provided for each phase of practicum and student teaching from the university/college supervisor.	College/university supervisor do not maintain a visitation schedule during practica and student teaching	College/university supervisor maintain a sporadic but adequate visitation schedule during practica and student teaching	College/university supervisor maintain a frequent visitation schedule during practica and student teaching	
The nature of supervision provided for each phase of practicum and student teaching by the university/college supervisor	University/college supervisor provides direct feedback and conferencing with candidate after less than half of visits/observations	University/college supervisor provides direct feedback and conferencing with candidate after at least half of visits/observations	University/college supervisor provides direct feedback and conferencing with candidate after most visits/observations.	
The nature of supervision provided for each phase of practicum and student teaching by the practicum/cooperating teacher	Practicum/cooperating teacher does not provide systematic feedback and conferencing with candidate during the practicum/student teaching experience.	Practicum/cooperating teacher provides mid-term and final feedback and conferencing with candidate during the practicum/student teaching experience.	Practicum/cooperating teacher provides weekly, direct feedback and conferencing with candidate during the practicum/student teaching experience.	
Adequate procedures are used to record, monitor, and evaluate the teaching performance of candidates	Program does not use adequate or systematic procedures to record, monitor, and evaluate the teaching performance of candidates.	Program uses systematic procedures to record, monitor, and evaluate the teaching performance of candidates.	Program uses adequate, systematic procedures to record, monitor, and evaluate the teaching performance of candidates.	
Selection, training, placement, and evaluation of cooperating teachers	Program does not have selection criteria and/or may or may not offer annual training and evaluation of cooperating teachers.	Program uses a selection criteria and/or provides annual training and evaluation of cooperating teachers	Program uses quality selection criteria and provides annual training and evaluation of cooperating teachers	

Standard 2.1 Competence and Utilization of Faculty: *An institution engaged in preparing teachers has a minimum of two qualified CED-certified full-time faculty members (<u>or their equivalent</u>) in teacher education, each with post-master's degree preparation or demonstrated scholarly and professional competence, and each with appropriate expertise in components of the curricula (e.g., language, communication, pedagogy), one of whom is officially designated as Program Coordinator or Director, and who assumes accountability for program administration, direction and evaluation.*

Evaluation Questions	*Not Met: Further Work Needed*	*Met with Conditions.*	*Met*	*Status*
Coordinator of the program is a faculty member with a professional rank and expertise in the education of D/HH children and youth.	Coordinator of the program is a faculty member. May or may not have professional rank, appropriate experience and/or teaching licensure.	Coordinator of the program is a faculty member with professional rank, appropriate experience and/or teaching licensure.	Coordinator of the program is a full-time faculty member with professional rank and appropriate experience, and teaching licensure	
Effectiveness of the instruction and supervision in each of the areas specified in the standard evaluated	Teaching effectiveness of program faculty may or may not be evaluated by candidates and/or by peers annually.	Teaching effectiveness of program faculty is evaluated by candidates annually and by peers annually.	Teaching effectiveness of program faculty is systematically evaluated by candidates each semester and by peers annually.	
Faculty members actively engage in professional development activities like research, advanced study, and participation in professional and other groups	Program faculty rarely engages in professional development activities, scholarship and service to the profession.	Program faculty sometimes engages in professional development activities, scholarship and service to the profession.	Program faculty regularly engages in professional development activities, scholarship and service to the profession.	

Standard 2.2 Faculty Involvement with Schools: *Members of the teacher education faculty have continuing association and involvement with educational programs for students who are D/HH.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Members of the teacher education faculty are involved on a continuing basis with educational programs for students who are D/HH	Few or no members of the teacher education faculty are regularly involved with educational programs for students who are D/HH through service or scholarly activities	Some members of the teacher education faculty are regularly involved with educational programs for students who are D/HH through service or scholarly activities	Most members of the teacher education faculty are regularly involved with educational programs for students who are D/HH through service or scholarly activities	

Standard 2.3 Conditions for Faculty Service: *The institution provides conditions essential to the effective performance by the teacher education faculty*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Faculty load	Load of faculty members in the program does not meet the established institutional policy.	Load of most faculty members in the program meets the established institutional policy most semesters.	Load of all faculty members in the program meets the established institutional policy except in unusual circumstances.	
Faculty development	Faculty has little or no access or support for faculty development opportunities.	Faculty has limited access to institutionally sponsored faculty development programs.	Faculty has full access to an institutionally sponsored faculty development.	
Support Services for Faculty	Faculty has insufficient administrative support, technological resources and limited or no institutional support for research.	Faculty has some but not extensive administrative support, technological, resources and research support from the institution.	Faculty has dedicated administrative support, readily available technology resources and research support from the institution.	

Standard 2.4 Part-Time Faculty: *The requirements for part-time faculty in the institution are comparable to those for appointment to the full-time faculty and are employed only when part-time faculty can make special contributions to teacher education programs.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Qualifications of the part-time faculty members	Qualifications of part-time faculty are not comparable to those of full-time faculty by degree or experience.	Qualifications of part-time faculty are mostly comparable to those of full-time faculty either by degree and/or experience.	Qualifications of part-time faculty are comparable to those of full-time faculty by degree and or experience.	
Proportion of the program taught by part-time faculty	Part-time faculty teach more than 50% of the program courses.	Part-time faculty teach no more than 35% of the program courses	Part-time faculty teach less than 25% of the program courses.	
Part-time faculty are oriented to the basic purposes of the institution's teacher education program	Part-time faculty receives a basic orientation to the teacher education program; and may or may not receive program information on a regular basis, or conference with program coordinator.	Part-time faculty receives a basic orientation to the teacher education program; are recipients of program information on a regular basis, and conference as needed with program coordinator.	Part-time faculty receives a basic orientation to the teacher education program; are recipients of program information on a regular basis, and conference frequently with program coordinator.	

Standard 3.1 Admission to Programs: *The institution applies specific criteria for admission to the program for the preparation of teachers of students who are D/HH. These criteria require the use of both objective and subjective data.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Admission criteria for candidates to the program are clearly defined and use objective data including, but not limited to, test results with national norms.	Program does not have well-defined admission criteria including objective data including test results with national norms	Program has systematic, well documented admission criteria that includes objective data including test results with national norms	Program has systematic, well documented that includes multiple measures and objective data including test results with national norms	
Program supports diversity of candidates including those who are D/HH and provide supports for those candidates	Program does not recruit diverse candidates including those who are D/HH and has no documented supports for these candidates.	Program makes limited efforts to recruit diverse candidates including those who are D/HH and supports are not well-defined.	Program recruits diverse candidates including those who are D/HH and has documented, supports for these candidates.	

Standard 3.2 Retaining Candidates in Programs: *The institution applies specific criteria for retaining candidates who possess academic competencies and personal characteristics appropriate to the requirements of teaching.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Objective means are used to evaluate the achievement of candidates as they progress through the teacher preparation program for teachers of students who are D/HH	Program has measures that are used to evaluate candidates as they move through each transition point in the teacher preparation program but measures or implementation of measures lack consistency and/or documentation	Program has systematic measures that are used to evaluate and determine retention of candidates as they move through each transition point in the teacher preparation program.	Program has systematic, well documented, multiple measures that are consistently used to evaluate and determine retention of candidates as they move through each transition point in the teacher preparation program	
Program measures candidate dispositions and ethical behaviors	Program does not use a consistent and/or valid measure of candidates' dispositions and ethical behaviors through each transition point in the teacher preparation program.	Program uses a measure of candidates' dispositions and ethical behaviors through each transition point in the teacher preparation program.	Program uses a consistent measure of candidates' dispositions and ethical behaviors through each transition point in the teacher preparation program.	
Program has an appeals process for candidates who are denied entrance to the program or dismissed from the program.	Program does not have a formal appeals process for candidates who are denied entrance to the program or dismissed from the program.	Program has a formal, appeals process for candidates who are denied entrance to the program or dismissed from the program.	Program has a formal, systematically used appeals process for candidates who are denied entrance to the program or dismissed from the program.	

Standard 3.3 Candidate Participation in Program Evaluation and Development: *The program preparing teachers for students who are D/HH has a systematic procedure for securing feedback on the program and the faculty members from candidates and graduates.*

Evaluation Questions	Not Met: Further Work needed	Met with Conditions.	Met	Status
Program has a systematic way for candidates to provide feedback and evaluation of faculty and courses.	Program does not use systematic and/or valid measure(s) of faculty and course effectiveness.	Program uses some measure of faculty and course effectiveness.	Program uses systematic, valid measure(s) of faculty and course effectiveness.	
Program has a systematic way for candidates to provide feedback and evaluation of the program.	Program does not systematically collect feedback and evaluation of the program from graduation candidates on a yearly basis.	Program collects feedback and evaluation of the program from graduation candidates on a yearly basis.	Program systematically collects evaluation and feedback that is program specific from graduating candidates on a yearly basis.	

Standard 3.4 Program Graduation Requirements: *Graduation from a program for the preparation of teachers of students who are D/HH implies more than the satisfactory completion of a series of academic credit hours to include multiple, valid, knowledge and performance-based measures.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
The program for the preparation of teachers of students who are D/HH requires students to have satisfactory scores for graduation using: a. Valid multiple measures, b. Knowledge-and performance-based measures	Program does not use well documented, valid, and/or multiple measures to determine satisfactory acquisition of knowledge and skills for completion of teacher preparation program.	Program uses well documented measures to determine satisfactory acquisition of knowledge and skills for completion of teacher preparation program.	Program consistently uses valid, well-documented, multiple measures to determine satisfactory acquisition of knowledge and skills for completion of teacher preparation program.	

Standard 4.1 Library/Information Resources: *The online and/or print library access is adequate to support the instruction, research, and services of each teacher education program.*

Evaluation Questions	*Not Met: Further Work Needed*	*Met with Conditions.*	*Met*	*Status*
Library and virtual holdings and databases	Program faculty and students have little or no access to: a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing, b. periodicals in education, psychology, instructional technology, speech and hearing, and education of the D/HH c. such additional specialized books, periodicals, and other resources to support the program	Program faculty and students have some access to: a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing, b. periodicals in education, psychology, instructional technology, speech and hearing, visual communication, ASL, and education of the D/HH c. such additional specialized books, periodicals, and other resources to support the program	Program faculty and students have full access to: a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing, b. periodicals in education, psychology, instructional technology, speech and hearing, visual communication, ASL, and education of the D/HH c. such additional specialized books, periodicals, and other resources to support the program	a. b. c.

Standard 4.2 Materials, Instructional Technology and Access: *Instructional technology and support for a variety of technologies is adequate to support the teacher education program.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Extent and accessibility of instructional materials and technology	The program or institution has a limited instructional and technology resources or access limitations that leave unmet educational programming and instructional needs of teachers working with D/HH students.	The program or institution has an adequate instructional and technology resources that meet educational programming and instructional needs of teachers working with D/HH students.	The program or institution has an extensive, easily accessible instructional and technology resources that clearly support educational programming and instructional needs of teachers working with D/HH students.	

Standard 4.3 Physical and Online Facilities, Support, and Other Resources: *The institution provides sufficient physical facilities and/or online services and other resources essential to the instructional and training activities of the program.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
The institution provides faculty and candidates with virtual or physical office and instructional space, and other resources necessary to carry out their responsibilities	Faculty and candidates do not have sufficiently functional virtual or physical office, instructional space including equipment or resources for observing and demonstrating communication and educational testing, diagnosis, and training, and/or sufficient support services	Faculty and candidates have minimally sufficient virtual or physical office, instructional space including equipment or resources for observing and demonstrating communication and educational testing, diagnosis, and/or sufficient support services	Faculty and candidates have excellent virtual or physical office and instructional space including equipment or resources for observing and demonstrating communication and educational testing, diagnosis, and/or sufficient support services	

Standard 5.1 Evaluating Candidates and Graduates: *The institution conducts a well-defined plan for evaluating the candidates and teachers it prepares, including analyzing and reporting employer satisfaction and feedback surveys and other measures.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
Program Key Assessments measure candidates' performance across the entire program	Program Key Assessments occur primarily at the end of the program.	Program Key Assessments occur at critical points across the program to measure candidate growth with most at the middle and end	Program Key Assessments occur at critical points across the program to measure candidate growth but more occur at the middle and end	
Program Key Assessments measure performance outcomes that are aligned with CEC-CED Standards	Several Program Key Assessments measure performance outcomes that are aligned with all 7 CEC-CED Standards, and CED specialty standards	Most Program Key Assessments measure performance outcomes that are aligned with all 7 CEC-CED Standards, and CED specialty standards	All Program Key Assessments measure performance outcomes that are aligned with all 7 CEC-CED Standards, and CED specialty standards	
Program evaluates the effectiveness of their graduates including employer and graduate surveys.	Program does not consistently or thoroughly measure or report employer and graduate survey outcomes.	Program consistently measures or report employer and graduate survey outcomes with some questions regarding thoroughness.	Program consistently and thoroughly measure or report employer and graduate survey outcomes.	

Standard 5.2 Use of Evaluation Results to Improve the Program: *The institution analyzes reports and uses evaluation results to study, develop, and improve its teacher education programs.*

Evaluation Questions	*Not Met: Further Work Needed*	*Met with Conditions.*	*Met*	*Status*
Program continuously uses data from key assessments to make appropriate program modifications	a.Program does not use a consistent, valid, knowledge and performance-based measures of graduates' performance in the classroom. b.Report does not indicate how data from key assessments are used to make appropriate modifications and how the effectiveness of changes will be monitored.	a.Program has some aspects of a consistent, valid, knowledge and performance-based measures of graduates' performance in the classroom. b.Report does not clearly indicate how data from key assessments are used to make appropriate modifications or how the effectiveness of changes will be monitored.	a.Program uses consistent, valid, knowledge and performance-based measures of graduates' performance in the classroom. b.Report clearly indicates how data from key assessments are used to make appropriate modifications and how the effectiveness of changes will be monitored.	a. b

Standard 5.3 Long-Range Planning: *The institution plans for the long-range development of teacher education, including the program for preparing teachers of D/HH students. These plans are part of a design for total institutional development.*

Evaluation Questions	Not Met: Further Work Needed	Met with Conditions.	Met	Status
What evidence indicates that the institution has, or is, engaged in continuous evaluation, design, and development of the program? What other studies or research has been used to improve its teacher education programs?	Little or no evidence is presented that the program and/or the institution engages in long-range and continuous improvement plan for teacher education which includes the preparation of teachers of D/HH students as part of the plan	Some evidence presented that the program is engaged with the institution in long-range and continuous improvement plan for teacher education which includes the preparation of teachers of D/HH students as part of the plan	Strong evidence of program participation in long-range and continuous institutional planning for teacher education which includes the preparation of teachers of D/HH students as part of the plan	