

**Council on Education of the Deaf**

**CED Program Review Rubric**

***Approved, February 2022***

**Program Accreditation Review for:**

**Institution:**

**Date submitted**

**Program Coordinator/Director:**

**Academic Rank/Title:**

**Address:**

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## 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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
<p>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:</p> <p>a. How is the institution's philosophy reflected in the program to prepare teachers of students who are D/HH?</p> <p>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?</p> <p>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?</p> <p>d. What information shows that the teacher preparation program and each curriculum are designed to meet the stated objectives?</p>	<p>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</p>	<p>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</p>	<p>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</p>	<p>a. b. c. d.</p>

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions:</i>	<i>Met</i>	<i>Status</i>
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	
<p>Key assessments found within courses address each of the seven CEC/CED overall standards.</p> <p>a. Assessments provide data on each of the CED-CEC standards separately.</p> <p>b. Assessments are designed as a rubric that use observable and measurable terms to describe expected candidate performance outcomes.</p> <p>c. The rubric includes categories that indicate, at a minimum, standards that are Met or Not Met (note: Not Met includes categories of “partially met” or “unmet”).</p>	<p>a. 5 or fewer standards have separate data reports</p> <p>b. 5 or fewer assessments use appropriate rubrics.</p> <p>c. Categories are not clear</p>	<p>a. All but 1-2 standards have separate data.</p> <p>b. All but 1-2 assessments are correctly designed.</p> <p>c. Categories are generally clear</p>	<p>a. Each of the 7 standards have separate data.</p> <p>b. All assessments are correctly designed.</p> <p>c. Outcome categories clearly include Met or Net Met</p>	

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions:</i>	<i>Met</i>	<i>Status</i>
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 provide measurable evidence of 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).

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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 is adequate and appropriate	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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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 is 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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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	Program uses selection criteria and/or provides annual training and evaluation of cooperating teachers	Program uses quality selection criteria and provides annual training and evaluation	

	evaluation of cooperating teachers		of cooperating teachers	
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**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 (or their equivalent) 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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
Coordinator of the program is a faculty member with a professional rank and expertise in the education of D/HH children and youth. At least one faculty member is CED-certified.	Coordinator of the program is a faculty member. May or may not have professional rank, appropriate experience and/or teaching licensure. No faculty is CED certified	Coordinator of the program is a faculty member with professional rank, appropriate experience and/or teaching licensure. No faculty is CED certified	Coordinator of the program is a full-time faculty member with professional rank and appropriate experience, and teaching licensure. At least one faculty member is CED certified	
Effectiveness of the instruction and supervision in each of the program areas and standards is systematically evaluated by candidates, and also by peers as desired.	Teaching effectiveness of program faculty is not systemically evaluated by candidates	Teaching effectiveness of program faculty is often evaluated by candidates	Teaching effectiveness of program faculty is systematically evaluated by candidates, and also by peers as desired	
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,	Program faculty sometimes engages in professional development	Program faculty regularly engages in professional development	



	scholarship and service to the profession	activities, scholarship and service to the profession	activities, scholarship and service to the profession	
Program faculty are diverse across hearing status, disability, race, and gender with ongoing efforts to recruit and retain diverse faculty	Faculty are not diverse and no/few efforts are made to recruit or retain diverse members	Faculty have limited diversity with some efforts to recruit or retain diverse members	Faculty are diverse with ongoing efforts to recruit and retain diverse members	

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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. See evaluation of Standards 2.1 and 5.2.*

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
<p>The program for the preparation of teachers of students who are D/HH requires students to have satisfactory scores for graduation using:</p> <ul style="list-style-type: none"> <li>a. Valid multiple measures,</li> <li>b. Knowledge-and performance-based measures</li> </ul>	<p>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</p>	<p>Program uses well documented measures to determine satisfactory acquisition of knowledge and skills for completion of teacher preparation program</p>	<p>Program consistently uses valid, well-documented, multiple measures to determine satisfactory acquisition of knowledge and skills for completion of teacher preparation program</p>	

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
Library and virtual holdings and databases	<p>Program faculty and students have little or no access to:</p> <ul style="list-style-type: none"> <li>a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing,</li> <li>b. periodicals in education, psychology, instructional technology, speech and hearing, and education of the D/HH</li> <li>c. such additional specialized books, periodicals, and other resources to support the program</li> </ul>	<p>Program faculty and students have some access to:</p> <ul style="list-style-type: none"> <li>a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing,</li> <li>b. periodicals in education, psychology, instructional technology, speech and hearing, visual communication, ASL, and education of the D/HH</li> <li>c. such additional specialized books, periodicals, and other resources to support the program</li> </ul>	<p>Program faculty and students have full access to:</p> <ul style="list-style-type: none"> <li>a. standard and contemporary holdings in education, communication, psychology, instructional technology, ASL, and speech and hearing,</li> <li>b. periodicals in education, psychology, instructional technology, speech and hearing, visual communication, ASL, and education of the D/HH</li> <li>c. such additional specialized books, periodicals, and other resources to support the program</li> </ul>	<ul style="list-style-type: none"> <li>a.</li> <li>b.</li> <li>c.</li> </ul>

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
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 and assessed using measurable outcomes and are reported individually.	Few or no Program Key Assessments measure performance outcomes that assess all 7 CEC-CED Standards are not individually reported, or do not use measurable outcomes.	Most Program Key Assessments measure performance outcomes that assess all 7 CEC-CED Standards, with some that are not individually reported, or do not use measurable outcomes.	All Program Key Assessments measure performance outcomes that assess all 7 CEC-CED Standards, with all reported individually using measurable outcomes.	
Program evaluates the effectiveness of their program through 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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
<p>Program assessments:</p> <p>a. Program continuously uses data, including assessments of CED-CEC standards, to make appropriate program modifications.</p> <p>b. Program reports on how candidate failure on CED-CEC assessments is addressed to ensure competence, prior to graduation.</p> <p>c. Program regularly and systematically uses graduate and employer survey outcomes to make program modifications.</p>	<p>a. Program does not indicate how data from key assessments are used to make appropriate modifications and how the effectiveness of changes will be monitored, including CED-CEC outcomes.</p> <p>b. Program does not address candidate failure on assessments.</p> <p>c. Program does not describe use of graduate or employer surveys to make modifications.</p>	<p>a. Program does not clearly indicate how data from key assessments are used to make appropriate modifications or how the effectiveness of changes will be monitored.</p> <p>b. Program does not thoroughly address candidate failure on assessments.</p> <p>c. Program does not regularly use graduate or employer surveys to make modifications.</p>	<p>a. Program clearly indicates use of data from key assessments to make appropriate modifications and how the effectiveness of changes will be monitored, including CED-CEC outcomes.</p> <p>b. Program thoroughly addresses candidate failure to ensure competence.</p> <p>c. Program consistently uses graduate and employer surveys for modifications.</p>	<p>a.</p> <p>b.</p> <p>c.</p>

**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.*

<i>Evaluation Questions</i>	<i>Not Met: Further Work Needed</i>	<i>Met with Conditions.</i>	<i>Met</i>	<i>Status</i>
<p>What evidence indicates that the institution has, or is, engaged in continuous evaluation, design, and development of the program?</p> <p>What other studies or research has been used to improve its teacher education programs?</p>	<p>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</p>	<p>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</p>	<p>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</p>	