

# Old Dominion UNIVERSITY

## Darden College of Education

### Commonwealth Special Education Endorsement Programs: *Alternative Licensure through Online Education*

The primary mission of the **Commonwealth Special Education Endorsement Programs (CSEEP)** is to provide superior preparation and a readily accessible path to full licensure for provisionally licensed special education teachers and qualified non-licensed personnel across the Commonwealth. Currently, the program has over 100 participants pursuing endorsement in *special education: general curriculum*. Eligible participants hold provisional special education licenses or are non-licensed personnel with bachelor's degrees in Virginia public school divisions or state-operated programs.

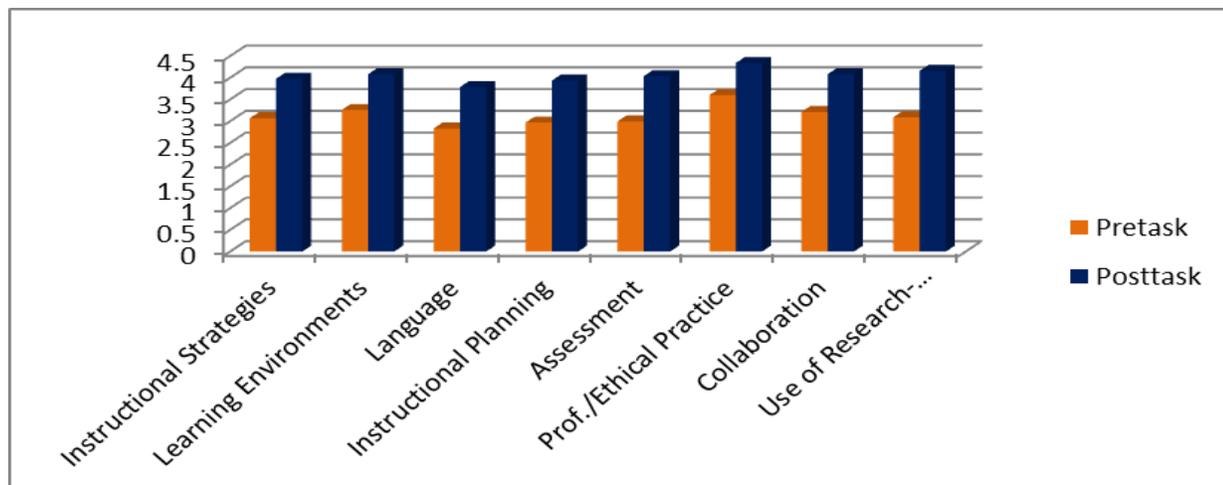
The CSEEP programs are a clear success. To date, CSEEP has enabled over 2,000 teachers to achieve full licensure and to acquire the skills necessary to educate their students with disabilities more effectively. The programs also have been accorded national recognition. In 2005, the *American Association of State Colleges and Universities* awarded the Christa McAuliffe Award for Teaching Excellence to the CSEEP program. CSEEP also won the *American Council on Rural Special Education's* Exemplary Program Award in February 2006. In February of 2007, the CSEEP program was named a finalist for the *Association of Teacher Educators'* Distinguished Program in Teacher Education. The Virginia Educational Research Association awarded CSEEP the Charles Clear Research Award in 2010 for consistent and substantial contributions to educational research and scholarship. In 2013, CSEEP was awarded the Innovation in Teacher Education Award from the Southern Regional Association of Teacher Educators.

#### PROGRAM ASSESSMENT

##### Teacher Preparedness

Participants complete the Pre-Task Rating Form at the beginning of their participation in CSEEP and the Post-Task Rating Form at the completion of the program. The form consists of 65 items that are computed into one mean for seven CEC standards and an item addressing research methods yielding a total of eight scores for each test administration. A paired samples t-test was computed to compare the means on the Pre-Task Rating Form with the means on the Post-Task Rating Form for the 418 participants who completed both forms. All of the differences are statistically significant at  $p < .001$ , indicating that participants were better prepared to implement all of the standards after completing their special education endorsements through CSEEP (Figure 1). **These data suggest that the program has a positive impact, not only on the quality of the teacher, but also on the quality of the instruction that grant participants provide to their students.**

Figure 1. Participant Task Rating Form Results

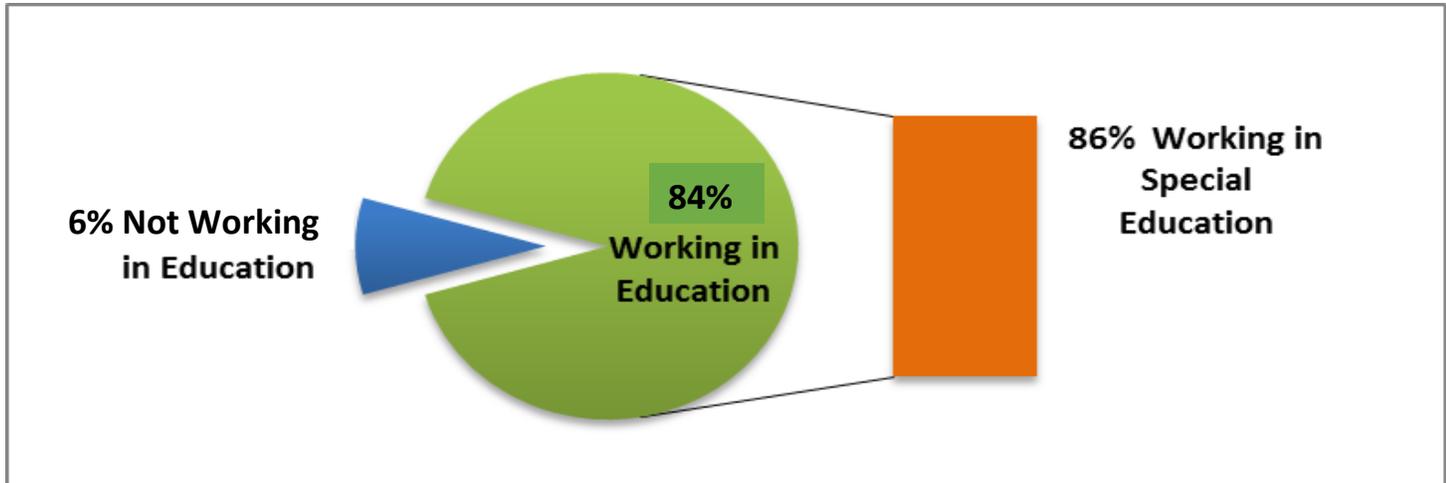


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## Teacher Retention

A finisher survey was conducted with a random, stratified sample of CSEEP finishers (N=155). These data indicated that 84% remained in education with 86% of the respondents still teaching special education; that CSEEP helped them to obtain full licensure; and that course work provided through CSEEP increased their ability to provide effective classroom instruction. Of the teachers who responded, 84% had been teaching special education for five to ten to more than 20 to 25 years. **Eighty-five percent (85%) reported that they were very likely or likely to remain in special education.**

Figure 2. Program Finishers' Current Occupations



### 2020-2021 Participants' Accomplishments:

- Approximately 97 participants took 243 courses toward full licensure.
- 20 teachers finished with full endorsement.
- 40 new participants joined the program.

### Summary

The CSEEP programs continue to be a success across the Commonwealth of Virginia. Data from program participants and their employers indicate that teachers and other professionals who are receiving or have received special education preparation from CSEEP are performing with excellence in the classroom. Additionally, in contrast to the large number of special education teachers nationally who abandon the classroom, an overwhelming majority of CSEEP-prepared teachers remain in the field. CSEEP is an innovative, highly cost-effective, and nationally recognized successful teacher preparation program. There is ample evidence to assert that continuation of the CSEEP program will measurably increase the number of teachers who hold full licenses with appropriate endorsements, thus benefitting Virginia's students with disabilities.

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