



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 a clear path for non-licensed personnel with bachelor's degrees in Virginia public schools to become licensed as special education teachers.

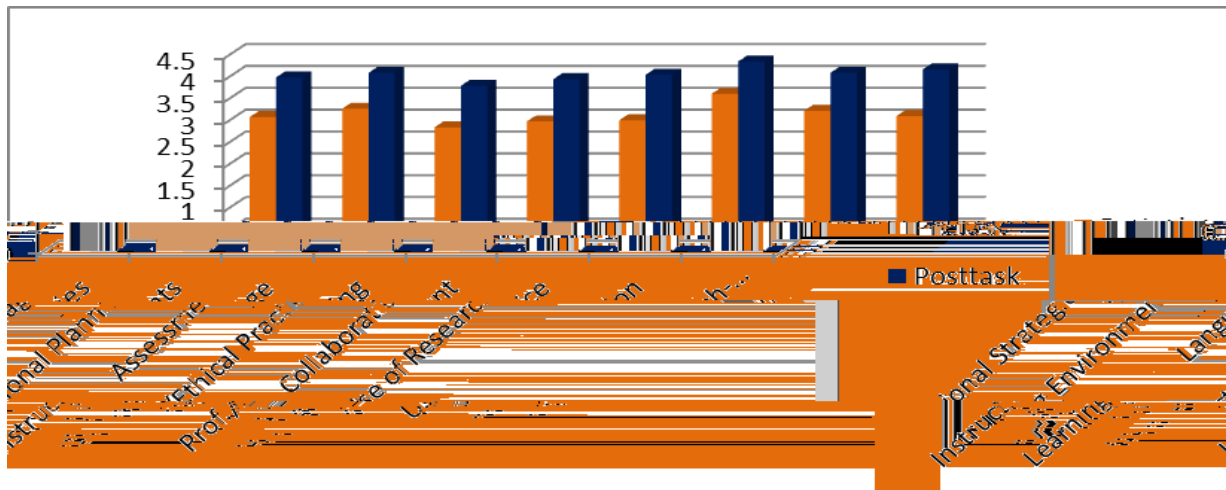
The CSEEP programs are a clear success. To date, CSEEP has enabled teachers to acquire the skills necessary to educate their students with disabilities more effectively. In 2005, the American Association of State Colleges and Universities awarded the Christa McAuliffe Award for Teaching Excellence to the CSEEP program. CSEEP also received the Rural Special Education Exemplary Program Award in February 2006. In February 2007, CSEEP was named a finalist for the Association of Teacher Educators Distinguished Program in Teacher Education. The Educational Research Association awarded CSEEP the Charles Clear Research Award in 2006 for substantial contributions to educational research and scholarship. In 2006, CSEEP was awarded the 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 compared to CEC standards and an item addressing research methodology. A paired sample t-test was computed to compare the means on the Pre-Task Rating Form with the Post-Task Rating Form for the 418 participants who completed both forms. All of the results were statistically significant ($p < .001$), indicating that participants were better prepared to implement all of the standards for special education endorsements through CSEEP. 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





Teacher Retention

A finisher survey was conducted with a random, stratified sample of CSEEP finishers (N=155). These data indicated 84% remained in education with 86% of the respondents still teaching special education; that CSEEP helped them attain 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 ten years. Eighty-five percent (85%) reported that