

Webster University – School of Education
SPECIAL EDUCATION
M.A.T PETITION FOR ADVANCEMENT TO CANDIDACY

Score:

(PLEASE TYPE OR PRINT LEGIBLY)

NAME _____ STUDENT NO. _____

ADDRESS _____
Street City State Zip

WORK PHONE _____ HOME PHONE _____ E-MAIL: _____

ADVISOR _____ MAJOR _____

THIS FORM IS TO BE FILLED OUT AND RETURNED TO ANNA SANTOYA AFTER **NINE (9) HOURS WITHIN THE MAJOR, BUT BEFORE TWENTY ONE (21) HOURS** OF M.A.T. COURSES HAVE BEEN COMPLETED AND GRADES RECEIVED. COURSES TAKEN BEFORE ENTRY TO THE PROGRAM AND/OR IN-SERVICE COURSES CANNOT BE COUNTED TOWARD THE 9 HOURS REQUIRED FOR ADVANCEMENT TO CANDIDACY.

ATC Checklist:

1. I have successfully completed at least 9 hours of M.A.T. courses within my major and received grades on all 9 hours.
2. I am not currently on academic probation.
3. I have no outstanding Incomplete grades.
4. I have a current grade average of at least "B" (CR equals B).
5. I am submitting **three (3)** work samples from separate Special Education M.A.T. courses taught by different instructors in my area of concentration. These include the instructor's comments and grade or scoring guide.
6. I am submitting a statement of self evaluation as outlined on the back of this form.
7. I am submitting a resume, documenting membership in professional organizations and attendance at professional development programs.
8. I am submitting Praxis 0353 & 0542 scores

Work Samples:

- a) One (1) work sample that documents advanced knowledge of characteristics of learners with special needs (e.g., case study, assessment report), or an in-depth examination of current issues that impact the field of special education (paper, journal, response log).
- b) Two (2) work samples that document advanced instructional or curriculum development practices from the following list: Instructional program plan, curriculum unit, adaptations and modifications plan, transition plan, behavior management plan, reading correction plan, mathematics remediation plan, IEP, inclusion plan, psycho-educational assessment report, curriculum research project.

Student Signature: _____ **Date:** _____

SPECIAL EDUCATION GOALS

The goals of the Special Education major are to cultivate graduates who are:

- 1) Knowledgeable of the history of special education, characteristics of students with disabilities, and principles and foundations underlying best practices.
- 2) Proficient in designing, adapting, and modifying effective assessment plans, instructional strategies and curricula, and/or services based on current research regarding cognitive, social and emotional development in students with disabilities.
- 3) Reflective about their roles as educators to improve learning outcomes, and who collaborate with families, and other members of the community in order to advocate for inclusive and equitable educational opportunities for persons with disabilities.
- 4) Capable of recognizing, valuing, and responding to the unique individual abilities and differences of students with special needs

STATEMENT OF SELF-EVALUATION

Please reflect on the following two questions for several days. Once you have decided how you want to answer, submit a 2-4 page typed response which is a demonstration of your best writing.

1. In light of the special education goals, describe your progress towards achieving these goals, as well as your own professional goals, as a result of your participation in the M.A.T. program. In your statement, please provide examples of your **impact on K – 12 learners**, showing how you have improved their academic and social lives. Please refer to the specific samples of your work submitted for documentation. In particular, please elaborate on **goals #3 and 4**, describing your efforts to advocate for inclusive and equitable educational opportunities to meet the unique needs of students with disabilities.
2. Again, in light of the special education goals, how do you plan to grow professionally as a result of your remaining study in the M.A.T. program? Please be specific about your objectives for each goal and indicate how you plan to pursue them.

NB: YOU MAY BE DENIED THE OPPORTUNITY TO REGISTER FOR COURSES IF YOU HAVE NOT BEEN ADVANCED TO CANDIDACY FOLLOWING COMPLETION OF TWENTY-ONE (21) CREDITS.

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Is recommended for Advancement to Candidacy
 Deferred (explanation)

is not recommended for Advancement to Candidacy

Reason for Denial:

Major Coordinator

Date

Professional Practices and CEC Code of Ethics

Please indicate if you are a member of a professional education organization.

Yes ____ No ____

Name: _____

Please indicate if you have attended professional development programs in the past 2 years.

Yes ____ No ____ (If yes) Number of hours: _____

Praxis II scores (if written): 0353 _____ 0542 _____

CEC Code of Ethics for Educators of Persons with Exceptionalities

1. Special education professionals are committed to developing the highest educational and quality of life potential of individuals with exceptionalities.
2. Special education professionals promote and maintain a high level of competence and integrity in practicing their profession.
3. Special education professionals engage in professional activities which benefit individuals with exceptionalities, their families, other colleagues, students, or research subjects.
4. Special education professionals exercise objective professional judgment in the practice of their profession.
5. Special education professionals strive to advance their knowledge and skills regarding the education of individuals with exceptionalities.
6. Special education professionals work within the standards and policies of their profession.
7. Special education professionals seek to uphold and improve where necessary the laws, regulations, and policies governing the delivery of special education and related services and the practice of their profession.
8. Special education professionals do not condone or participate in unethical or illegal acts, nor violate professional standards adopted by the Delegate Assembly of CEC.

The Council for Exceptional Children. (1993). CEC Policy Manual, Section Three, part 2
(p. 4). Reston, VA: Author.

By my signature, I affirm that I have read and understand the CEC Code of Ethics for Educators of Persons with Exceptionalities, and agree to practice within the CEC Code of Ethics.

Student Signature

Date

ATC overall score: _____

Advocacy score: _____

Standard 2 & 3 score: _____

Standard 7 score _____

Copy placed in student file

Rubric for Advancement to Candidacy Review: Special Education
 This rubric will be used to score your ATC.

	Advanced	Proficient	Needs improvement
Critical Thinking and Analysis	3= Strength in both critical thinking and analysis; reflection is insightful; provides numerous examples of impact on learners; provides documentation in samples of work	2= Reflection is insightful; Strength in critical thinking or analysis; Provides examples of impact on learners	1= Analysis is vague or nonexistent. Little or no reference to impact on learners
Clarity and Organization of Writing	3= Clear identification of goals and progress; written in flowing, narrative style, using standard English grammar, spelling, and vocabulary.	2= Paper lacks key elements of organization; Descriptive writing is used, but does not flow smoothly. Standard English is used.	1= No organization; unclear introduction; writing is not cohesive; no connection between work samples and reflections; numerous grammatical and/or spelling errors
Advocacy for Equitable education	3= Describes one's professional growth and development as an advocate for students with disabilities and their families. Provides several examples documenting strategies that improve the learning outcomes for students. Critically self-evaluates one's role as advocate and educator.	2= Describes one's role in improving learning outcomes for students with disabilities. Identifies areas of strength and weakness as an educator.	1= Describes one's impact on students' achievement, without insight into the complexities of students' educational and developmental experiences.
Recognizes uniqueness of each student	3= Provides a reflective, introspective description of one's growth both professionally and personally in valuing and recognizing the uniqueness of each student.	2= Articulates the value of diversity among students; recognizes the uniqueness of each student	1=Recognizes that students with special needs have different needs and goals from those of other students.