

## **Special Education**

**Annual Assessment 2016-2017  
Created on the Assessment Insight System**

## Annual Assessment

### Special Education

#### Program Profile

##### Program Mission Statement

*Please insert your program mission statement here*

The Education Division of William Woods University believes that all students deserve to have effective, caring educators who are knowledgeable in content, management, interpersonal skills, and the teaching/learning process. To prepare these educators, our division believes both theory and applications should be the basis for our curriculum, and each educator should be assessed throughout the program, using a defined set of performance standards. Since we believe learning is a lifelong process, we encourage our program completers to continue with professional development throughout their careers.

#### Program Data

##### Delivery Method

Traditional On Campus (selected)

Online

Hybrid

##### Students Majors 2015-2016

21

##### Student Majors 2016-2017

20

##### Concentrations 2015-2016

*If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.*

This major contains no concentrations.

##### Concentrations 2016-2017

*If your program contains concentrations, please list the concentrations and the number of students identified with each concentration.*

This major contains no concentrations.

## Student Demographics

*Program goals for student retention, persistence and degree completion are? What do the persistence numbers mean to the faculty in the program? Are your persistence numbers what you expected? If not, how could the numbers be improved? What is the optimal enrollment for the program?*

Beginning in Fall of 2013, changes were being made to state accreditation measures that involved the changing of academic standards and curriculum adjustments. With these changes also came changes to the state certification testing and cycles. During this time, education as a profession has been down across the nation. Here at William Woods, we have seen a moderate decrease in our overall numbers. Attention has now been given to students that are not meeting early benchmarks for success and being counseled into other programs earlier. We are also seeing a slight increase in transfer students from a variety of places, including MACC, University of Missouri, and a few other institutions. This has been very common in Teacher Education Programs across the state, with some even seeing 10% decreases. One of the goals that we have as a department revolves around working with students in multiple areas, including test preparation, commrodary, and more emphasis on hands on learning. We have begun plans to implement test preparation sessions for students on a monthly basis, creation of a common space for education students to be together for meetings and work on assignments together, a creation of a mentor/mentee program for seniors to work with younger students to help them navigate the program easier, and the creation of more outside tutoring and classroom experience work in order to get hands on experience. All of these plans will be implemented within the next two years. We currently will see double our major group, with 18 students coming into elementary education next semester. Fifty students would be the optimal level for this program.

## Is the Program Externally Accredited

Yes (selected)  
No

### External Accreditation

*Name the Accrediting Agency or entity including the last review/approval. Is there an accrediting body for the field of study? If yes, what is the name of the group. Is the program seeking accreditation? If no, why?*

This program is accredited by the Missouri Department of Elementary and Secondary Education. We are also seeking external accreditation from the Council for Accreditation of Educator Preparation (CAEP).

## Program Assessment

### Standard/Outcome

Identifier	Description
WWU2016.1	Major Field Competence: Students will demonstrate excellence in an academic or professional discipline, and engage in the process of academic discovery.
WWU2016.2	Ethics: Students will exhibit values and behaviors that address self- respect and respect for others that will enable success and participation in the larger society.
WWU2016.3	Self-Liberation: Students will develop an honest understanding and appreciation of themselves and others resulting in an ability to make individual decisions.
WWU2016.4	Lifelong Education: Students will possess an intellectual curiosity and desire for continual learning both within and beyond formal education in preparation for participation in a global society.

### Additional Standards/Outcomes

Identifier	Description
EDU-SPED.1	Understand characteristics with students with mild to moderate disabilities.
EDU-SPED.10	Understand the professional roles and responsibilities of the special education teacher.
EDU-SPED.2	Understand factors that affect development, learning, and daily living in students with mild to moderate disabilities.
EDU-SPED.3	Understand procedures for selecting, adapting, modifying, designing, and administering various types of formal and informal assessments used with students with mild to moderate disabilities.
EDU-SPED.4	Understand strategies and procedures for developing, implementing, and monitoring individualized programs.
EDU-SPED.5	Understand strategies and procedures for planning, managing, and modifying the learning environment for students with mild to moderate disabilities.
EDU-SPED.6	Understand effective instructional practices for promoting success in the general curriculum for students with mild to moderate disabilities.
EDU-SPED.7	Understand strategies for developing students' communication and social skills for providing effective behavioral interventions for students with mild to moderate disabilities.
EDU-SPED.8	Understand strategies for teaching functional living skills and promoting successful transitions for students with mild to moderate disabilities.
EDU-SPED.9	Understand the historical, legal, and ethical foundations of the field of special education.
MO-SPE-TC.1	Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.
MO-SPE-TC.1C1	Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.
MO-SPE-TC.1C2	Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.
MO-SPE-TC.1C3	Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.
MO-SPE-TC.1C4	Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.
MO-SPE-TC.1C5	Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.
MO-SPE-TC.2	Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.
MO-SPE-TC.2C1	Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.
MO-SPE-TC.2C2	Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.
MO-SPE-TC.2C3	Theory of Learning: The teacher candidate applies knowledge of the theory of learning.
MO-SPE-TC.2C4	Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.

<b>MO-SPE- TC.2C5</b>	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
<b>MO-SPE- TC.2C6</b>	Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.
<b>MO-SPE- TC.3</b>	Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.
<b>MO-SPE- TC.3C1</b>	Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.
<b>MO-SPE- TC.3C2</b>	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
<b>MO-SPE- TC.3C3</b>	Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-term instructional goal planning to meet student needs.
<b>MO-SPE- TC.4</b>	Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.
<b>MO-SPE- TC.4C1</b>	Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.
<b>MO-SPE- TC.4C2</b>	Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.
<b>MO-SPE- TC.4C3</b>	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
<b>MO-SPE- TC.5</b>	#5- Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.
<b>MO-SPE- TC.5C1</b>	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
<b>MO-SPE- TC.5C2</b>	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
<b>MO-SPE- TC.5C3</b>	Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.
<b>MO-SPE- TC.6</b>	Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.
<b>MO-SPE- TC.6C1</b>	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
<b>MO-SPE- TC.6C2</b>	Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.
<b>MO-SPE- TC.6C3</b>	Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.
<b>MO-SPE-</b>	Technology and Media Communication Tools: The candidate develops skills in using a variety of media

TC.6C4	communication tools.
MO-SPE-TC.7	Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner's progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.
MO-SPE-TC.7C1	Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
MO-SPE-TC.7C2	Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.
MO-SPE-TC.7C3	Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.
MO-SPE-TC.7C4	Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.
MO-SPE-TC.7C5	Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.
MO-SPE-TC.7C6	Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.
MO-SPE-TC.8	Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.
MO-SPE-TC.8C1	Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.
MO-SPE-TC.8C2	Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.
MO-SPE-TC.8C3	Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.
MO-SPE-TC.9	Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.
MO-SPE-TC.9C1	Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/instructor to establish relationships in the school, district and community.
MO-SPE-TC.9C2	Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.
MO-SPE-TC.9C3	Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.

### General Education Alignment to Program

How do the General Education criteria align with the Program Objectives? What courses within your program build upon skills learned in general education courses (please list the program course and the general education criteria). The

*General Education clusters are: Critical Analysis, Creative Expression, Quantitative Inquiry, and Society & the Individual. See attached for more detailed breakdown.*

Students must satisfactorily pass the Missouri General Education Assessment (MoGEA) before applying for admission to Education Program at WWU. This is a DESE requirement that assesses proficiency in skills learned in general education classes specifically in these areas:

MoGEA SubTest	General Education Course Covering Content
Writing	ENG 101 and 102
Mathematics	MAT 114 and 231 (elementary, middle, SPED only)
Social Science/Science	LGS 105, HIS 101 or 102, HIS 103 or 104, SCI 130/131 or BIO 105/106, GEO 201 or 202, Critical Thinking course
Reading Comprehension	Any coursework in meaning, C and A, diversity, and value adds to this content area. All courses require students to read for understanding as well as interpret real world text into meaningful learning opportunities.

GE\_Cluster\_Descriptions\_FINAL\_Version\_Approved.docx

# Curriculum Map

## A - Assessed

## I - Introduced

## R - Reinforced

M - Master

Missouri Content Standards for Mild Moderate Cross Categorical



## Missouri Teacher Standards

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 258	EDU 291	EDU 292	EDU 317	EDU 318	EDU 341	EDU 351	EDU 353
<b>MO-SPE-TC.1C3</b> Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.												
<b>MO-SPE-TC.1C4</b> Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.												
<b>MO-SPE-TC.1C5</b> Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.												
<b>MO-SPE-TC.2</b> Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.	I, R	I	I	I, R		A, R	R	R	R	R		











	EDU 201	EDU 211	EDU 231	EDU 250	EDU 258	EDU 291	EDU 292	EDU 317	EDU 318	EDU 341	EDU 351	EDU 353
Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.												
<b>MO-SPE-TC.6C3</b> Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.												
<b>MO-SPE-TC.6C4</b> Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.												
<b>MO-SPE-TC.7</b> Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.		I	I	I		R	A, R, M	R	R	R		
<b>MO-SPE-TC.7C1</b> Effective Use of		I	I	I		R	A, R, M	R	R	R		























	EDU 392	EDU 393	EDU 415	EDU 420	EDU 441	EDU 458	EDU 460	EDU 453	EDU 492	EDU 493	PSY 209	PSY 221
and physical ability in classroom communication and in responses to students??? communications.												
<b>MO-SPE-TC.6C3</b> Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.												
<b>MO-SPE-TC.6C4</b> Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.												
<b>MO-SPE-TC.7</b> Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.												
<b>MO-SPE-TC.7C1</b> Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal	R	R		A, M	R			R, M	M	A, M		R







	EDU 392	EDU 393	EDU 415	EDU 420	EDU 441	EDU 458	EDU 460	EDU 453	EDU 492	EDU 493	PSY 209	PSY 221
community.												
<b>MO-SPE-TC.9C2</b> Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.												
<b>MO-SPE-TC.9C3</b> Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.												

	PSY 316	MAT 231	PED 352
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<b>MO-SPE-TC.1</b> Content Knowledge, Including Varied Perspectives, Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.		R, I	R
<b>MO-SPE-TC.1C1</b> Content knowledge and Academic Language: The teacher candidate demonstrates knowledge of the discipline applicable to the certification area(s) sought as defined by the Subject Competencies for Beginning Teachers in Missouri. The candidate knows the academic language of his/her discipline.			
<b>MO-SPE-TC.1C2</b> Student Engagement in Subject Matter: The teacher candidate demonstrates content knowledge and ability to use multiple subject specific methodologies for specific instructional purposes to engage students.			
<b>MO-SPE-TC.1C3</b> Disciplinary Research and Inquiry Methodologies: The teacher candidate demonstrates an understanding of how to engage students in the methods of inquiry/research in his/her respective discipline.			
<b>MO-SPE-TC.1C4</b> Interdisciplinary Instruction: The teacher candidate can create and implement interdisciplinary lessons that are aligned with standards.			
<b>MO-SPE-TC.1C5</b> Diverse Social and Cultural Perspectives: The candidate demonstrates understanding of diverse cultural perspectives and recognizes the potential for bias in his/her representation of the discipline.			
<b>MO-SPE-TC.2</b> Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.			
<b>MO-SPE-TC.2C1</b> Cognitive, Social, Emotional and Physical Development: The teacher candidate knows and identifies child/adolescent development stages and can apply them to students.			
<b>MO-SPE-TC.2C2</b> Student Goals: The teacher candidate demonstrates the ability to set short- and long-term goals, organize, implement, and self-reflect.			
<b>MO-SPE-TC.2C3</b> Theory of Learning: The teacher candidate applies knowledge of the theory of learning.			
<b>MO-SPE-TC.2C4</b> Differentiated Lesson Design: The teacher candidate recognizes diversity and the impact it has on education.			
<b>MO-SPE-TC.2C5</b> Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.			
<b>MO-SPE-TC.2C6</b> Language, Culture, Family and Knowledge of Community Values: The teacher candidate shows an understanding that instruction should be connected to students??? prior experiences and family, culture, and community.			
<b>MO-SPE-TC.3</b> Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.			
<b>MO-SPE-TC.3C1</b> Implementation of Curriculum Standards: The teacher candidate knows and understands the components and organization of an effective curriculum, is able to create aligned learning experiences. The candidate and can locate national and state standards and align to learning outcomes.			
<b>MO-SPE-TC.3C2</b> Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.			
<b>MO-SPE-TC.3C3</b> Instructional Goals and Differentiated Instructional Strategies: The teacher candidate knows and understands the concept of differentiated instruction and short- and long-			

term instructional goal planning to meet student needs.		
<b>MO-SPE-TC.4</b> Critical Thinking: The teacher uses a variety of instructional strategies to encourage students??? development and critical thinking, problem solving, and performance skills including instructional resources.		
<b>MO-SPE-TC.4C1</b> Instructional Strategies Leading to Student Engagement in Problem-Solving and Critical Thinking: The teacher candidate demonstrates knowledge and its application of researched based models of critical thinking and problem solving and identifies and distinguishes between various types of instructional strategies and appropriate resources.		
<b>MO-SPE-TC.4C2</b> Appropriate Use of Instructional Resources to Enhance Student Learning: The teacher candidate demonstrates knowledge and its application of current instructional resources and how they benefit the teaching and learning process.		
<b>MO-SPE-TC.4C3</b> Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.		
<b>MO-SPE-TC.5 #5-</b> Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.		R, M
<b>MO-SPE-TC.5C1</b> Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.		
<b>MO-SPE-TC.5C2</b> Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.		
<b>MO-SPE-TC.5C3</b> Classroom, School, and Community Culture: The teacher candidate recognizes and identifies the influence of classroom, school and community culture on student relationships and the impact on the classroom environment and learning.		
<b>MO-SPE-TC.6</b> Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.		R
<b>MO-SPE-TC.6C1</b> Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.		
<b>MO-SPE-TC.6C2</b> Sensitivity to Culture, Gender, Intellectual and Physical Differences: The teacher candidate develops sensitivity to differences in culture, gender, intellectual and physical ability in classroom communication and in responses to students??? communications.		
<b>MO-SPE-TC.6C3</b> Learner Expression in Speaking, Writing, and Other Media: The teacher candidate develops the ability to facilitate learner expression in speaking, writing, listening, and other media.		
<b>MO-SPE-TC.6C4</b> Technology and Media Communication Tools: The candidate develops skills in using a variety of media communication tools.		
<b>MO-SPE-TC.7</b> Student Assessment and Data Analysis: The teacher understands and uses formative and summative assessment strategies to assess the learner???s progress, uses assessment data to plan ongoing instruction, monitors the performance of each student and devises instruction to enable students to grow and develop.		
<b>MO-SPE-TC.7C1</b> Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.		R, M
<b>MO-SPE-TC.7C2</b> Assessment Data to Improve Learning: The teacher candidate demonstrates an understanding of how assessment data can be accessed and appropriately used to improve learning activities.		
<b>MO-SPE-TC.7C3</b> Student- Led Assessment Strategies: The teacher candidate describes and analyzes a variety of self and peer assessment strategies, can explain the purpose of such		

strategies, understands the need to prepare students for the demands of particular assessment formats, can set their own learning goals and is able to teach students to set learning goals.			
<b>MO-SPE-TC.7C4</b> Effect of Instruction on Individual / Class Learning: The teacher candidate develops a knowledge base of assessment strategies and tools, including how to collect information by observing classroom interactions, higher order questioning, and analysis, and the effect of class instruction on individual and whole class learning.			
<b>MO-SPE-TC.7C5</b> Communication of Student Progress and Maintaining Records: The teacher candidate explains ethical and legal implications of confidentiality of student records and can describe and analyze strategies to communicate student progress to students, families, colleagues and administrators.			
<b>MO-SPE-TC.7C6</b> Collaborative Data Analysis: The teacher candidate demonstrates an understanding of the department/grade level/school data analyses process.			
<b>MO-SPE-TC.8</b> Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.		R	
<b>MO-SPE-TC.8C1</b> Self- Assessment and Improvement: The teacher candidate reflects on teaching practices to refine his/her instructional process.			
<b>MO-SPE-TC.8C2</b> Professional Learning: The teacher candidate identifies and reflects on the array of professional learning opportunities including those offered by educator preparation programs, school districts, professional associations, and/or other opportunities.			
<b>MO-SPE-TC.8C3</b> Professional Rights, Responsibilities, and Ethical Practices: The teacher candidate is aware of the influence of district policies and school procedures on classroom structure.			
<b>MO-SPE-TC.9</b> Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.			
<b>MO-SPE-TC.9C1</b> Induction and Collegial Activities: The teacher candidate observes and reflects upon the importance of collegial activities designed to build a shared mission, vision, values and goals, participates in collaborative curriculum and staff development meetings at their school site, and demonstrates the ability to collaborate with his/her cooperating teacher and supervisor/or instructor to establish relationships in the school, district and community.			
<b>MO-SPE-TC.9C2</b> Collaborating to Meet Student Needs: The teacher candidate understands school-based systems designed to address the individual needs of students and works with his/her cooperating teacher and/or supervisor to engage with the larger professional community and with others across the system to identify and provide needed services to support individual learners.			
<b>MO-SPE-TC.9C3</b> Cooperative Partnerships in Support of Student Learning: The teacher candidate reflects on the importance of developing relationships with students, families and communities in support of student learning and seeks opportunities to develop cooperative partnerships in support of student learning and well-being.			

## Assessment Findings

### Assessment Findings for the Assessment Measure level for Missouri Content Standards for Mild Moderate Cross Categorical Assessment Findings for the Assessment Measure level for Missouri Teacher Standards

MO-SPE-TC.1 Content Knowledge, Including Varied Perspectives, and Aligned with Appropriate instruction: The teacher understands the central concepts, structures and tools of inquiry of the discipline(s) and creates learning experiences that make these aspects of subject matter meaningful and engaging for students.

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Lesson Plan	Has the criterion Students will receive a score of a 1 or higher on the direct instruction lesson plan, as assessed by the Criteria Standard 1 Rubric been met yet? Met			

EDU 441				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
	Has the criterion Students will score a 2 or higher on the lesson plan for struggling readers, as evidenced by the Criteria Standard 1 rubric been met yet? Met			

EDU 493				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 37 or above on the MoPTA examination been met yet?			

	Met			
Direct - External Testing	Has the criterion Students will score a 2 or higher on their MEES evaluation for both University and Cooperating Teacher Summative Evaluation been met yet? Met			

MO-SPE-TC.2 Student, Learning Growth and Development: The teacher understands how students learn, develop, and differ in their approaches to learning. The teacher provides learning opportunities that are adapted to diverse learners and support the intellectual, social, and personal development of all students.

EDU 291				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 1 or higher on the Five Differentiated Lesson Designs assignment using the Criteria Standard 2 rubric been met yet?			

EDU 441				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 2 or higher on the Lesson Plan for Struggling Readers assignment using the standard 2 Criterion Rubric been met yet?			

EDU 493				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Students will score a 37 or above on the MoPTA assessment given and scored by ETS been met yet? Met			
Direct - External Testing	Has the criterion Students will score a 2 or higher in this area on the MEES evaluation for both University Supervisor and Cooperating Teacher been met yet? Met			

MO-SPE-TC.3 Curriculum Implementation: The teacher recognizes the importance of long-range planning and curriculum development. The teacher develops, implements, and evaluates curriculum based upon standards and student needs.

#### EDU 291

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Direct Instruction Lesson Plan for this area using the Criterion Standard 3 Rubric been met yet? Met			

#### EDU 292

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 2 or higher on the Curriculum Unit Plan assignment using the Criterion Standard 3 rubric been met yet? Met			

<b>EDU 493</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Students will score a 37 or higher on the MoPTA exam issued by ETS been met yet? Met			
Direct - External Testing	Has the criterion Students will score a 2 or above on the MEES evaluation scored by the University Supervisor and Cooperating Teacher been met yet?			

MO-SPE-TC.4 Critical Thinking: The teacher uses a variety of instructional strategies to encourage student's development and critical thinking, problem solving, and performance skills including instructional resources.

<b>EDU 250</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 1 or above on the Bloom's Taxonomy assignment using the Criterion Standard 4 rubric been met yet? Met			

<b>EDU 292</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 2 or higher on the EMINTS Critical Thinking Assignment using the Criterion			

	Standard 4rubric been met yet? Met			
<b>EDU 493</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 37 or higher on the MoPTA Tasks 2, 3, and 4 which is graded by ETS been met yet? Met			
Direct - External Testing	Has the criterion Students will score a rank of 2 or higher on the MEES evaluation that is conducted by the cooperating teacher, University supervisors, and building principal (if necessary) been met yet? Met			

MO-SPE-TC.5 Positive Classroom Environment: The teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages active engagement in learning, positive social interaction and self-motivation.

**EDU 291**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Annotated list of 15 classroom routines using the Criterion Standard 5 rubric been met yet?			

**EDU 453**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 2 or higher on the Great Eight Assignment using the Criterion Standard 5 rubric been met yet?			

**EDU 493**

<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Students will score a 37 or higher on the MoPTA assessment for Tasks 2, 3, and 4 that is graded by ETS been met yet? Met			
Direct - External Testing	Has the criterion Students will score a 2 or higher on the MEES Evaluation form from the Cooperative Teacher, University Supervisor, and			

	Building Principal (if applicable) been met yet? Met			
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MO-SPE-TC.6 Effective Communication: The teacher models effective verbal, nonverbal, and media communication techniques with students, colleagues and parents to foster active inquiry, collaboration, and supportive interaction in the classroom.

<b>EDU 201</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Teacher Strategies for ELL student's assignment using the Criterion Standard 6 rubric been met yet? Met			

<b>EDU 392</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 2 or higher on the Curriculum Unit Plan assignment (focusing on Modifications and ELL box) using the Criterion Standard 6 rubric been met yet? Met			

<b>EDU 493</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - External Testing	Has the criterion Students will score a 37 or higher on the MoPTA tasks 2, 3, 4 that is graded by ETS been met yet?			

	Met			
Direct - External Testing	Has the criterion Students will score a 2 or higher on the MEES as determined by the Cooperating Teacher, University Supervisor, and Building Principal been met yet? Met			

MO-SPE-TC.7 Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.

#### EDU 292

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Group/Units Contract assignment using the Criterion Standard 7 rubric been met yet?			

#### EDU 420

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will score a 2 or higher on the Create a Test assignment using the criterion Standard 7 rubric been met yet? Met			

#### EDU 493

Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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Direct - External Testing	Has the criterion Students will score a 37 or higher on the M OPTA assessment as scored by ETS been met yet? Met			
Direct - External Testing	Has the criterion Students will score a 2 or higher on the MEES as rated by the cooperating teacher, University supervisor, and the Building Principal (if necessary) been met yet? Met			

MO-SPE-TC.8 Professionalism: The teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. The teacher actively seeks out opportunities to grow professionally in order to improve learning for all students.

<b>EDU 250</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Professional Growth Plan from the MEP using the Criterion Standard 8 rubric been met yet? Met			

<b>EDU 292</b>				
<b>Assessment Measure</b>	<b>Criterion</b>	<b>Summary</b>	<b>Attachments of the Assessments</b>	<b>Improvement Narratives</b>
Direct - Class Assignment	Has the criterion Students will score a 2 or higher on the Lesson Reflection from Clinical Experience assignment using the Criterion Standard 8 rubric been met yet?			

<b>EDU 493</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - External Testing	Has the criterion Students will score a 75% or higher on the Professional Competency Profile using the Criterion Standard 8 rubric been met yet?			
Direct - External Testing	Has the criterion Students will score a 2 or higher on the MEES from evaluation of both the cooperating teacher and the University supervisor been met yet?			

MO-SPE-TC.9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.				
<b>EDU 292</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will score a 1 or higher on the Annotated List of Parent Collaboration Activities assignment using the Criterion Standard 9 rubric been met yet?			
<b>EDU 493</b>				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - External Testing	Has the criterion Students will score an 80% or higher on the Professional Competency Profile using the University Supervisor rubric been met yet?			
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### **Analysis of the Assessment Process**

*Describe your assessment process; clearly articulate how the program is using course work and or assessment day activities for program assessment. Note any changes that occurred to that process since the previous year. Discuss what activities were successful at assessment and which ones were not as helpful and why. Please include who met to discuss the changes (unless you are a program of one person) and when you met. – Include a discussion on the process for collection and analysis of program data.*

Course work and assessment day activities were used as a systems/reality check for students. Students were able to see a clear connection between the importance of acquiring specific content knowledge and their performance on the MoCA. The result of assessment day were discussed with the entire education faculty.

### **Improvement Narrative List**

#### **Assessment Findings for the Assessment Measure level**

No improvement narratives have been added.

## **Program Activities**

### **Student Performance Review**

*Describe the department assessment day activities if not already described previously. Please articulate the nature of the assessments are conducted, explain the process for assessment that happens on these two days. Include the schedule of assessment day for your program. What does the data and outcomes tell you? What changes will you make as a result of the data? What areas are successful for the program?*

### **Student Performance Review Schedule**

*Upload the program schedule for students during Performance Reviews.*

### **Senior Showcase**

*Describe program Senior Showcase activities if not detailed previously in the report? What benefit does the program gain from the activities? What if any assessment of students happens during this event? What changes if any will occur due to what is learned by faculty on Senior Showcase?*

Senior showcase was done as a reverse job fair. Student teachers were able to articulate specific aspects of their teaching experience. It provided a meaningful overview to all participants. No specific changes were planned based on this event.

**Assessment Rubrics**

*Upload rubrics used for Senior Showcase or Student Performance Reviews for student assessment.*

**Service Learning**

*Does the Program include projects/ course content that uses the philosophy of service learning?*

Yes

No

**Service Learning Component**

*If so, how is service learning infused in the coursework within your department? Is service or community engagement in the program mission? Describe the Service Learning Activities that your students and department engaged in this past year. How did the activities improve student learning? How did the activities benefit the community?*

**LEAD Events**

*Highlight lead events sponsored by program faculty that are connected to program or general education objectives for the past academic year. Include a total number of lead events program faculty sponsored.*

**Student Accomplishments**

*Highlight special examples of student successes in the field (academic: mentor-mentee, conference presentations, competitive internship, journal acceptance; extra-curricular: horse show championship, art exhibit). This is for any accomplishments that a student achieved outside of course work or the normal expectations of student success.*

	<b>3.000 Assessment Reflects Best Practices</b>	<b>2.000 Assessment Meets the Expectations of the University</b>	<b>1.000 Assessment Needs Development</b>	<b>0.000 Assessment is Inadequate</b>	<b>N/A</b>
Learning Objectives weight: 1.000	<ul style="list-style-type: none"> <li>• Detailed, measurable program learning objectives</li> <li>• Objectives are shared with students and faculty</li> </ul>	<ul style="list-style-type: none"> <li>• Measurable program learning objectives.</li> <li>• Learning objectives are available to students.</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are identified and are generally measurable</li> </ul>	<ul style="list-style-type: none"> <li>• Program learning objectives are not clear or measurable</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Measures weight: 1.000	<ul style="list-style-type: none"> <li>• Multiple measures are used to assess a student-learning objectives.</li> <li>• Rubrics or guides are used for the measures.</li> <li>• All measurements are clearly described.</li> <li>• External evaluation of student learning included.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures relate to program learning objectives.</li> <li>• Various measures are used to assess student learning.</li> <li>• Measures chosen provide useful information about student learning.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment focuses on class content only.</li> <li>• Minimal description of how the assessment relates to the objective.</li> <li>• Minimal assessment measures established.</li> </ul>	<ul style="list-style-type: none"> <li>• Assessment measures not connected to objectives.</li> <li>• Assessment measures are not clear.</li> <li>• No assessment measures are established.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Assessment Results weight: 1.000	<ul style="list-style-type: none"> <li>• All objectives are assessed annually, or a rotation schedule is provided.</li> <li>• Data are collected and analyzed to show learning over time.</li> <li>• Standards for performance and gaps in student learning are clearly identified.</li> </ul>	<ul style="list-style-type: none"> <li>• Most objectives assessed annually.</li> <li>• Data collected and analyzed showing an annual snapshot of student learning.</li> <li>• Data are used to highlight gaps in student learning.</li> <li>• Some data from non-course based content.</li> </ul>	<ul style="list-style-type: none"> <li>• Data collected for at least one program objective.</li> <li>• Data collection is incomplete.</li> <li>• Gaps in student learning not identified.</li> <li>• Lacking external data to support course data.</li> </ul>	<ul style="list-style-type: none"> <li>• Learning objectives are not routinely assessed.</li> <li>• Routine data is not collected.</li> <li>• No discussion on gaps in student learning.</li> <li>• No use of external data to support student learning.</li> <li>• Assessment data not yet collected.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Faculty Analysis and Conclusions weight: 1.000	<ul style="list-style-type: none"> <li>• Data is shared that incorporates multiple faculty from the program.</li> <li>• Discussions on data results incorporate multiple faculty.</li> <li>• Opportunities for adjunct faculty to participate.</li> <li>• Includes input from external sources when possible.</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple program faculty receive assessment results.</li> <li>• Assessment results are discussed.</li> <li>• Specific conclusions about student learning are made based on the available assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• Minimal faculty input about results is sought.</li> <li>• Data not used to determine success or not to the objective.</li> <li>• Minimal conclusions made.</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty input is not sought.</li> <li>• Conclusions about student learning are not identified.</li> <li>• N/A Program recently started or too few graduates to suggest any changes.</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					
Actions to Improve Learning and Assessment weight: 1.000	<ul style="list-style-type: none"> <li>• All assessment methods, timetable for assessing, and evaluating the effectiveness modifications are included.</li> <li>• Changes to assessment are inclusive of multiple faculty.</li> <li>• Description of changes is detailed and linked to assessment results.</li> </ul>	<ul style="list-style-type: none"> <li>• More than one change to assessment is proposed, timetable for assessment, and evaluating the change is provided.</li> <li>• Changes to assessment measures is highlighted.</li> <li>• Changes are realistic, with a good probability of improving learning or assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• At least one change to improve learning or assessment is identified.</li> <li>• The proposed action(s) relates to faculty conclusions about areas for improvement.</li> <li>• Adjustments to the assessment are proposed but not clearly connected to data</li> </ul>	<ul style="list-style-type: none"> <li>• Lacking actions to improve student learning.</li> <li>• Actions discussed lack supportive data.</li> <li>• Lacking discussion of the effectiveness of the assessment plan</li> </ul>	<input checked="" type="checkbox"/> N/A
Comment:					