



Special Education

Annual Assessment 17-18

ANNUAL ASSESSMENT 17-18 **3**

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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 2016-17

21

Student Majors 2017-18

18

Concentrations 2016-17

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

This major contains no concentrations.

Concentrations 2017-18

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 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. Decreased enrollment in Teacher Education Programs has been common across the state, with some experiencing 10% decreases. At WWU, enrollment in the education department has remained somewhat consistent. 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. As a department, we are carefully monitoring student progress towards teacher preparation benchmarks and when necessary discussing alternative educational considerations. In the Education Department, we have focused on developing a positive climate to support students in a variety of ways. We have instituted a content assessment test preparation program that provides monthly structured study sessions led by faculty. We have also created a common student work/social area to build camaraderie among students and to provide a positive work environment for commuter students. The Education Department has also focused on implementing a variety of hands on learning experiences ranging from clinical experiences in schools, conducting academic fairs for local elementary students, educational field trips to DESE, the State Capitol and observing exemplary special educational programming in mid-Missouri. In addition, a mentor/mentee program has been established for seniors to support underclassmen navigate the program easier. There are currently 18 students majoring in Special Education. Ideally, this program would have an enrollment of 30 students.

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.
MO-SPE-	Prior Experiences, Learning Styles, Multiple Intelligences, Strengths and Needs: The teacher candidate is

TC.2C5	aware that students??? prior experiences, learning styles, multiple intelligences, strengths and needs impact learning.
MO-SPE-TC.2C6	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.
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.
MO-SPE-TC.3C1	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.
MO-SPE-TC.3C2	Lessons for Diverse Learners: The teacher candidate knows and understands learning styles and learning theory and selects appropriate strategies for addressing individual student needs.
MO-SPE-TC.3C3	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.
MO-SPE-TC.4	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.
MO-SPE-TC.4C1	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.
MO-SPE-TC.4C2	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.
MO-SPE-TC.4C3	Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.
MO-SPE-TC.5	#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.
MO-SPE-TC.5C1	Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.
MO-SPE-TC.5C2	Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.
MO-SPE-TC.5C3	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.
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.
MO-SPE-TC.6C1	Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.
MO-SPE-TC.6C2	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.
MO-SPE-TC.6C3	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.
MO-SPE-TC.6C4	Technology and Media Communication Tools: The candidate develops skills in using a variety of media 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/or 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/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.
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
 R - Reinforced
 I - Introduced
 M - Master

SPED

	EDU 231	EDU 258	EDU 353	EDU 458	EDU 420	EDU 460	EDU 493	EDU 351	EDU 415
EDU-SPED.1 Understand characteristics with students with mild to moderate disabilities.	I, R, M, A	R, A, I	R, I				A	R, M, A	
EDU-SPED.10 Understand the professional roles and responsibilities of the special education teacher.	I, R	R		R, M, A	R	M, R			R, M, A
EDU-SPED.2 Understand factors that affect development, learning, and daily living in students with mild to moderate disabilities.	I, R	R, A, I		R, M, A		R		R, M, A	M, A
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.		R, I, A	R, M	R, M, A	R, M, A			M, A	M, R
EDU-SPED.4 Understand strategies and procedures for developing, implementing, and monitoring individualized programs.	I, R	I, R, A	R	R, M, A	R, M, A	R, M, A		M, A	M, R
EDU-SPED.5 Understand strategies and procedures for planning, managing, and modifying the learning environment for students with mild to moderate disabilities.	I, R	I, R, A	R, M, A	R, M, A	R	R		R	R
EDU-SPED.6 Understand effective instructional practices for promoting success in the general curriculum for students with mild to moderate disabilities.	I, R, M	I, R, A	R, M, A	A, M, R	R			M, A	
EDU-SPED.7 Understand strategies for developing students' communication and social		I, R		R, M, A	R, M, A			M, A	

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.		I, R	R, A	R, M, A	R, M, A	R, M, A		
EDU-SPED.9 Understand the historical, legal, and ethical foundations of the field of special education.	I, R, A	I, R			R, M, A	R, A		R

Missouri Content Standards for Mild Moderate Cross Categorical

EDU-SPED.9 Understand the historical, legal, and ethical foundations of the field of special education.									
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Missouri Teacher Standards

	EDU 201	EDU 211	EDU 231	EDU 250	EDU 258	EDU 318	EDU 351	EDU 353	EDU 415
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.		I, R	I	I, R		R, M			
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.									
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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.	I, R	I	I	I, R		R			

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.								
MO-SPE-TC.2C5 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.								
MO-SPE-TC.2C6 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.								
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.		I, R	I	I, R		R		
MO-SPE-TC.3C1 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.								
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MO-SPE-TC.4 Critical Thinking: The teacher uses a variety of instructional strategies to encourage students???	I	I, R	I	A, I		R		

Development and critical thinking, problem solving, and performance skills including instructional resources.							
MO-SPE-TC.4C1 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.							
MO-SPE-TC.4C2 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.							
MO-SPE-TC.4C3 Cooperative, Small Group and Independent Learning: The candidate demonstrates knowledge and its application of multiple strategies for effective student engagement.							
MO-SPE-TC.5 #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.	I	I	I	I, R		R	
MO-SPE-TC.5C1 Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.							
MO-SPE-TC.5C2 Management of Time, Space, Transitions, and Activities: The teacher candidate recognizes the necessity of managing time, space, transitions, and activities.							
MO-SPE-TC.5C3 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.							
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.	A, I	I	I	I, R		R	

MO-SPE-TC.6C1 Verbal and Nonverbal Communication: The teacher candidate develops the ability to use effective verbal, nonverbal and communication techniques.								
MO-SPE-TC.6C2 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.								
MO-SPE-TC.6C3 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.								
MO-SPE-TC.6C4 Technology and Media Communication Tools: The candidate develops skills in using a variety of media 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.	I	I	I		R			
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.								
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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.		I	I	A, I		R		
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.		I	I	I		R		
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/or 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								

<p>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.</p>							
<p>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.</p>							

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.	R	A, M			M	A, M	
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.							
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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.	R	R, M			M	A, M	
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MO-SPE-TC.4 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.	R	R, M				M	A, M	
MO-SPE-TC.4C1 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.								
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MO-SPE-TC.5 #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.	R	R			A, R, M	M	A, M	R, M
MO-SPE-TC.5C1 Classroom Management, Motivation, and Engagement: The teacher candidate recognizes the importance of the relationship between classroom management, motivation, and engagement strategies and techniques.								
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MO-SPE-TC.5C3 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.								
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.	R	R			R, M	M	A, M	R
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MO-SPE-TC.7C1 Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.	A, M	R			R, M	M	A, M	R
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.	R, M	R, M			R, M	M	A, M	
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.	R	R			R, M	M	A, M	
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/or 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/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.							
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.							

Assessment Findings

Assessment Findings for the Assessment Measure level for SPED

EDU-SPED.1 Understand characteristics with students with mild to moderate disabilities.				
EDU 231				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate content knowledge by researching identified areas of special education eligibility, presenting on content and involving classmates in interactive exercises related to the content been met yet?			
EDU 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives

Direct - Quiz/Exam	Has the criterion Students will demonstrate mastery of content knowledge by accurately contributing to class discussions and earning 80% or higher on quizzes. been met yet?			
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EDU-SPED.2 Understand factors that affect development, learning, and daily living in students with mild to moderate disabilities.

EDU 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students will demonstrate content knowledge by accurately contributing to class discussions and earning 80% or higher on quizzes. been met yet?			

EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate understanding through a variety of differentiation and problem-solving activities. been met yet?			

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 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will participate in group activities to identify and develop materials to build inclusive classrooms, including accommodations and modifications, classroom management and teaching social skills. been met yet?			

EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Case Study	Has the criterion Students will review various case studies highlighting specific student skill deficits and properly plan for the students' specific learning needs. been			

	met yet?			
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EDU-SPED.4 Understand strategies and procedures for developing, implementing, and monitoring individualized programs.

EDU 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Accurate contribution to class discussion been met yet?			

EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate proficient skills in this area by observing the practice during clinical hours and effectively participating in class activities. been met yet?			

EDU-SPED.5 Understand strategies and procedures for planning, managing, and modifying the learning environment for students with mild to moderate disabilities.

EDU 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Contribution to discussion with accurate input and completion of quizzes with a score of 80% or higher. been met yet?			

EDU 353				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate lesson planning and execution by participation in a variety of lesson demonstrations based on text and article reviews. been met yet?			

EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate proficient skills in planning and implementing differentiated lessons for various student needs highlighted in assigned case studies. been met yet?			

EDU-SPED.6 Understand effective instructional practices for promoting success in the general curriculum for students with mild to moderate disabilities.
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EDU 258				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Group activity to identify and develop materials to build inclusive classrooms including accommodations and modifications, classroom management and teaching social skills. been met yet?			

EDU 353				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate knowledge of implementing effective instructional practice by identifying and demonstrating a variety of lessons focused on specific mathematical skill deficits. been met yet?			

EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Observed and practiced within the clinical experience? been met yet?			

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 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Understanding obtained through class discussion and observation within the clinical experience? Students will also demonstrate competent knowledge through completion of a variety of assessment and instructional strategy reports. been met yet?			

EDU-SPED.8 Understand strategies for teaching functional living skills and promoting successful transitions for students with mild to moderate disabilities.				
EDU 353				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will identify and demonstrate math lessons focused on functional and daily living skills. been met yet?			
EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Class Assignment	Has the criterion Students will demonstrate skills in this area through observation reports in the clinical setting and the presentation of various assessments and instructional strategies. been met yet?			

EDU-SPED.9 Understand the historical, legal, and ethical foundations of the field of special education.				
EDU 231				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Quiz/Exam	Has the criterion Students will demonstrate knowledge through participation in class discussion and successful completion of quiz/midterm. been met yet?			

EDU-SPED.10 Understand the professional roles and responsibilities of the special education teacher.				
EDU 458				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
Direct - Observation Report	Has the criterion Students will successfully complete a 16-hour clinical experience that includes classroom observation, lesson planning and implementation as well as observation of relevant special education process meetings. been met yet?			

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, 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 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			

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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 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? 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			

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 493				
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 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 students??? development and critical thinking, problem solving, and performance skills including instructional resources.

EDU 250				
Assessment Measure	Criterion	Summary	Attachments of the Assessments	Improvement Narratives
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			

EDU 493				
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 #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 453				
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 Great Eight Assignment using the Criterion Standard 5 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 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			

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.

EDU 201				
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 Teacher Strategies for ELL students assignment using the Criterion Standard 6 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 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			
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MO-SPE-TC.7C1 Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.

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
Direct - External Testing	Has the criterion Students will score a 37 or higher on the MoPTA 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.

EDU 250

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 Professional Growth Plan from the MEP using the Criterion Standard 8 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 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?			
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MO-SPE-TC.9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.				
EDU 493				
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?			

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 was focused on teacher and content standards and delivered in a manner which allowed pre-service teachers to experience real-life professional expectations. Assessment day activities allowed students to demonstrate content knowledge, practice test-taking skills and enhance their overall knowledge of teacher performance expectations. Students were able to see a clear connection between the importance of acquiring specific content knowledge and their performance on the MoCA. Assessment day results were discussed with education department faculty and suggestions were made to continually improve the process. Students taking the practice MoGEA on assessment day consistently scored above the minimum cut score of 220, only two total content scores fell below. It is believed that the addition of the monthly content study sessions, Wise Owls, has strengthened student preparation skills to successfully perform on state assessments.

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?

The assessments within the special education course work include traditional quizzes and exams but also encompass a variety of authentic experiences. These authentic experiences allow students to become content and strategy experts while gaining valuable experience in lesson planning, implementation and public speaking. Students report an appreciation of developing the "real teaching" skills and I expect students to enter their student teaching experience confident and prepared to complete all associated tasks.

Currently, 18 students are majoring in special education. Based on the 2017 Annual Performance Report (APR), Indicator 1.1: Certification Assessment Pass Rate is 100% (5 students), with a five-year average of 93.8% (15/16 students). Indicator 1.2: Content/Program GPA was 3.65 on a 4.0 scale. Indicator 3.1: MEES indicated an average cooperating teacher score of 11.63 and program supervisor score of 11.80.

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 this year allowed seniors and those nearing student teaching to participate in a speed interview experience. The interviewers were university professors and area school principals, human resource directors and superintendents. 100% of current student teachers participated and commented on the value of the experience.

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 (selected)

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.

Faculty Accomplishments

Highlight special examples of faculty success in the profession/field/content area. This is for any accomplishment of a faculty activity/research/professional nature.

Annual Assessment Rubric

7.000 pts 46.67%

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