Special Education Annual Assessment 2018-2019

Annual Assessment 18-19

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 2017-18

18

Student Majors 2018-19

11

Concentrations 2017-18
If your program contains concentrations, please list the concentrations and the number of students identified within each concentration.

This major contains no concentrations.

Concentrations 2018-19
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

What are the program goals for student retention, persistence and degree completion? 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 11 students majoring in Special Education. Ideally, this program would have an enrollment of 30 students.

The above information has continued and is from the 2017-2018 annual report with the exception of the number of current majors has been updated. The 2018-2019 academic year brought a new program coordinator for the special education program, therefore many of the existing practices continued during this acclimation period. During this year, the program coordinator attended the national special education conference specifically to learn about the new special education standards to be implemented in the 2020 school year. Therefore, moving forward, the program coordinator will work with stakeholders to align with the new national standards for special education (Council for Exceptional Children).

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.

Marketing Materials

Please reflect on the current marketing materials used for the program. Detail what documents you are reviewing and attach a screenshot of any webpages or materials that you cannot include as a document. What changes, if any should be made to the material? Are there recommendations for how or where to market the program?

Marketing materials are in the works with WWU admissions and marketing, and should be ready by Fall 2020.

Marketing Material

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.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 dsabilities.
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 studetns 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 studetns with mild to moderate disabilities.
EDU-SPED.9	Understand the historical, legal, and ethical foundations of the field of special education.
EDU-SPED.10	Understand the professional roles and responsibilities of the special education teacher.

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-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.
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.

In late Spring 2019, DESE updated their policy for higher education allowing the ACT to "replace" the MoGEA. WWU faculty agreed that if a student had a 20 or higher on the ACT, they would be exempt from the MoGEA and would be eligible to apply to the Teacher Education Program (when meeting other program entrance criteria as well). Moving forward, this will be the policy for all education students regardless of their place in the program.

GE_Cluster_Descriptions_FINAL_Version_Approved.docx

Curriculum Map

A - Assessed
R - Reinforced
I - Introduced
M - Master

SPED(Imported)

	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 dsabilities.		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 studetns 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 skills for providing effective behavioral interventions for students with mild to moderate disabilities.		I, R		R, M, A	R, M, A			M, A	
EDU-SPED.8 Understand strategies for teaching functional living skills and promoting successful transitions for studetns 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 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.									
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.	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.								
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.	I	I, R	I	A, I		R		
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.									
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.		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 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.									

	EDU 420	EDU 441	EDU 458	EDU 460	EDU 453	EDU 492	EDU 493	PSY 221	PED 352
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.	R	A, M					A, M	R	R
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									

Standard										
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.	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.										
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.										

Standard									
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		
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.	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.									
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.	R	R			A, R, M	M	A, M	R	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.									
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.	R	R			R, M	M	A, M	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.	A, M	R			R, M	M	A, M	R	R, M
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.									

Standard									
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.									

Changes to Curriculum

Are there any changes made to the curriculum map for this academic year? If so, please describe the program changes made along with the rationale for why and the impact the change should have on student learning?

No changes were made to the curriculum for the 2018-2019 school year as mentioned earlier in this program review. Moving forward starting with the 2019-2020 school year, standards will be aligned with CEC standards and the curriculum map (above) will be updated to reflect alignment to those standards.

Assessment Findings

Assessment Findings for the Assessment Measure level for SPED(Imported)

EDU-SPED.1 Understand characteristics with students with mild to moderate disabilities.				
Assessment Measures				

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? Met			

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?			

EDU-SPED.2 Understand factors that affect development, learning, and daily living in students with mild to moderate disabilities.				
Assessment Measures				

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.

Assessment Measures

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?			

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

Assessment Measures

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.

Assessment Measures

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 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.6 Understand effective instructional practices for promoting success in the general curriculum for students with mild to moderate disabilities.

Assessment Measures

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 - 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.

Assessment Measures

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.

Assessment Measures

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? Met			

EDU-SPED.10 Understand the professional roles and responsibilities of the special education teacher.					
Assessment Measures					

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 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.				
Assessment Measures				

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?			

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?			

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?			

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.

Assessment Measures

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?			
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?			

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.

Assessment Measures

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?			

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.

Assessment Measures

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?			

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?			
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?			

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.

Assessment Measures

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?			

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?			
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?			

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.

Assessment Measures

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?			

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?			
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?			

MO-SPE-TC.7C1 Effective Use of Assessments: The teacher candidate describes, develops, analyzes and implements formal and informal assessments.
Assessment Measures

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?			

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?			
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?			

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.
Assessment Measures

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?			

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?			

MO-SPE-TC.9 Professional Collaboration: The teacher has effective working relationships with students, parents, school colleagues and community members.

Assessment Measures

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.

As mentioned in previous sections, program curriculum maps, assessments, and outcomes remained the same this school year and will be revised for the upcoming school year to reflect the newly created CEC national standards. To clarify the above results:

EDU 231 - met criteria for both assessments

EDU 258, 353, 458 - have assessment criteria, but were NOT offered this academic year as they are on the special education course rotation (every other year), therefore there is no assessment data to report

EDU 420, 460, 493, 351, 415 - were offered this academic year, but do NOT have assessments identified in this curriculum / assessment map, therefore there is no met / not met criteria to select

All special education courses will have a key assessment beginning in the 2019-2020 school year that will be aligned to the CEC standards as referenced above (in this section).

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?

Special Education students took one of two assessments during the Student Performance Review days: Practice MoGEA or Practice MOCA. If students were early in their program work or had not yet successfully passed the MoGEA, they took the practice MoGEA. If the students had already passed the MoGEA, they took the practice MOCA for Special Education. While correlations to the practice exams and the actual exams is not strongly related, they did show that overall most of our students were prepared for the actual assessments.

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 activities were related to research conducted in their student teaching placements in EDU 493. Students chose a particular area of practice to research (ex: using manipulatives with instruction) and conducted research during their student teaching field experience. Students reported their findings during the Senior Showcase event at the end of the semester (December and April) during a LEAD 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 (selected)
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?

There are courses in the program that include field experiences that benefit and serve both the Fulton / Columbia / Jeff City students as well as the WWU students. These will also be streamlined in the coming year as the WWU School of Education faculty work to identify all field work and the intention behind each one.

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.

There were no special education specific LEAD events. The program coordinator held two LEAD events related to goal setting, progress monitoring, and reporting, but these were not specific to special education.

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.

Specific to the Special Education program, I am not sure of examples of student successes above and beyond those of the classroom and related experiences. I will say that the field experiences and research conducted for class asignments was done very well. Students chose areas of research of interest to them and did well in their final products and presentations. In the coming academic year, "extra" curricular opportunities will be available for students if interested including conferences, projects, etc.

Alumni Accomplishments
Please highlight special examples of any successes of recent graduated alumni (acceptance or graduation graduate school, employment or professional milestones. Include recent graduates.

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.

Assessment Rubric

Clear	3.000 Exceeds	2.000 Meets	1.000 Falls Below Expectations	N/A
Mission Statement Clearly Articulated weight: 1.000	The mission statement for the program is insightful and forward thinking. It aligns with the University Mission and learning objectives showing a clear alignment between the University and the program.	The mission statement for the program clearly articulated and aligned with the University mission.	The mission statement is minimal at best.	N/A
Comment:				
Reflection on Retention weight: 1.000	The program provides a detailed description on the retention numbers. The program provides new ideas on how to improve retention of their program students or articulates what they are currently doing to keep students in their program.	The program provides a basic reflection on the retention data provided.	The program does not reflect on retention data in a detailed way.	N/A
Comment:				
Defines External Accreditation Standards weight: 1.000	The program provides a detailed explanation of the accreditation organizations within the field along with all the timeline and supplemental information required for accreditation.	The program provides a basic explanation of the accreditation organizations in the field.	The program fails to provide any accreditation information.	N/A
Comment:				
General Education alignment clearly explained weight: 1.000	The program provides a detailed explanation of the General Education criterial and how the basic skills learned are expanded upon in the program. Details include but are not limited to: specific courses, or activities that stretch the knowledge of the specific areas.	The program provides a basic explanation of the General Education curriculum and how the skills learned are expanded in program courses.	The program provides a minimal explanation of the General Education curriculum and how the skills learned are expanded in program courses.	N/A
Comment:				
Curriculum Map alignment weight: 1.000	The curriculum map is detailed and complete.	The curriculum map is complete	The curriculum map is not complete	N/A
Comment:				
Assessment of Objectives weight: 1.000	Assessment of objectives are spread out across the curriculum with a variety of assessment measures and each program objective is assessed a minimum of twice a year.	Each objective is assessed a minimum of 2 times a year or an assessment rotation is explained so that all objectives are assessed. The assessments are not concentrated in one class.	The assessment map is not complete or much of the assessment happens in only one course. Not all objectives are assessed annually, nor is a plan provided on assessment.	N/A
Comment:	There are a few that are not listed, even though an A is reported for that course.			
Data Driven Decision-making is explained weight: 1.000	Curricular and assessment changes are articulated and validated through data based decisions. Faculty discuss the data that lead to curricular decisions being made.	Curricular and assessment decisions are made based on data provided in assessment, but detailed alignment is not provided as justification for the change.	Changes are proposed and brought forth with little explanation on the data included in the decision, if data was included in the decision.	✓ N/A
Comment:				

Documentation provided on assessment findings weight: 1.000	The program uploads all rubric and support information to support the claims in the assessment findings along with detailed instructions on the assessment process and data analysis.	The program uploads all rubric and support information to support the claims in assessment findings.	The program did not upload the data to support assessment claims in the assessment findings.	N/A
Comment:			
Analysis of Assessment is complete weight: 1.000	The program completed assessment findings for each component identified, and provided a comprehensive summary of each assessment measure identified in the report.	The program completed the assessment findings for each component and provided a summary for each assessment measure.	The program did not provide a completed assessment findings for each component, nor did they complete the summary for each measure.	N/A
Comment:			
Improvement narratives are selected with intentionality weight: 1.000	The program identified Improvement Narratives that appear to move the program forward and see the bigger picture than only the specific program curriculum options	The program used the provided Improvement Narratives and selected options that made sense to the objectives and issues within the assessment.	The program did not use any improvement narratives, or the ones chosen are not aligned with assessment results.	N/A
Comment:			
Student Performance Review weight: 1.000	The program described and provided a detailed account of Student performance Review activities. Data evidence provided and detailed.	The program provided the schedule and a brief description of Student Performance Review with data of the results.	The program did not provide complete explanation on Student Performance Review nor did they provide data results.	N/A
Comment:			
Senior Showcase weight: 1.000	The program had all senior students participate in Senior Showcase and provided a detailed explanation of their expectation and the presentations presented.	The program described the Senior showcase activities and provided some evidence of what was presented.	Little to no content of Senior showcase was provided.	N/A
Comment:			
Co Curricular activities weight: 1.000	The program detailed the activities of LEAD and other co-curricular programing that was provided throughout the year. They provided numerous events for students.	The program provided a listing of LEAD events and activities provided.	The program provided little to no description of the Co-curricular activities provided throughout the year.	N/A
Comment:			
Faculty, alumni, and Student accomplishments weight: 1.000	The program provided detail updates on successes on Students, Alumni and Faculty with added information explaining the kinds of success that were experienced.	The program provided a listing of information on Students, Alumni, and faculty accomplishments.	The program provided little to no data on students, alumni, faculty accomplishments.	N/A
Comment:			