Special Education Program Review

February 15, 2013

Conceptual Framework

The William Woods University Teacher Education Program is designed to produce reflective practitioners through learner-centered coursework and clinical experiences that are delivered in educational settings.

The program supports the mission of the University through providing a professions-oriented major. It does not support the Common Studies Program.

The Special Education program of the University, by providing students with broad exposure to the liberal arts and in-depth exposure to experiences, theories, and methods related to Special Education, equips students with an understanding of the unique emotional, social, intellectual, and physical characteristic of respective age groups and mastery of the content to be taught.

Students in this area will demonstrate a knowledge of and/or competency in the following areas:

1. Philosophical, Historical, and Legal Foundations of Special Education
2. Development and Characteristics of Learners
3. Individual Learning Differences
4. Instructional Strategies
5. Learning Environments and Social Interactions
6. Communication
7. Instructional Planning
8. Assessment, Diagnosis, Evaluation and Programming
9. Professional and Ethical Practices and Resources
10. Collaborative Partnerships
11. Tools of Inquiry, Structures of Disciplines

Section 1:　*Objectives and Assessment*

TK-20 Dynamic Overview
Assessment Chart

Following are the new standards for Teacher Education Programs in Missouri (MoSPE), their performance indicators, and the courses which focus on these standards..

Suitable assignments to assess competencies in these standards are collected in the TK-20 Assessment System, and student portfolios are assessed by faculty at the conclusion of their student teaching semester. for results of last year's portfolio assignments of graduating seniors. Note that we are now using 9 different standards than the 11 we used last year mas directed by the Missouri Department of Elementary and Secondary Education. This data is not designated by certification areas.

However, the second assessment strategy, PRAXIS examination, is required by the Missouri Department of Elementary and Secondary Education and is designated by certification area.

Standard	Performance Indicator	Relevant Courses
Standard #1 Content knowledge and perspectives aligned with appropriate instruction.	1. Content knowledge and academic language; 2. Engaging students in subject matter; 3. Disciplinary research and inquiry methodologies; 4. Interdisciplinary instruction; 5. Diverse social and cultural perspectives	EDU 201 EDU 231 EDU 250 EDU 258 EDU 291 EDU 292 EDU 317 EDU 341 EDU 441 EDU 453 EDU 458 EDU 492 EDU 493 MAT 231 PED 107
Standard #2 Understanding and Encouraging Student Learning, Growth and Development	1. Cognitive, social, emotional and physical development 2. Student goals 3. Theory of learning 4. Meeting the needs of every student	EDU 211 EDU 231 EDU 258 EDU 291 EDU 292 EDU 317 EDU 341 EDU 393

	5. Prior experiences, learning styles, multiple intelligences, strengths and needs 6. Language, culture, family and knowledge of community	EDU 453 EDU 458 EDU 492 EDU 493 PSY 209 PSY 221 PSY 316
Standard #3 Implementing the Curriculum	1. Implementation of curriculum standards 2. Develop lessons for diverse learners 3.Analyze instructional goals and differentiated instructional strategies	EDU 231 EDU 258 EDU 291 EDU 292 EDU 317 EDU 341 EDU 392 EDU 458 EDU 492 EDU 493 MAT 231 PED 107
Standard #4 Teaching for critical thinking	1. Instructional strategies leading to student engagement in problem-solving and critical thinking 2. Appropriate use of instructional resources to enhance student learning 3.Cooperative learning	EDU 211 EDU 258 EDU 291 EDU 292 EDU 317 EDU 318 EDU 341 EDU 393 EDU 453 EDU 458 EDU 492 EDU 493
Standard #5 Creating a positive classroom learning environment	1.Classroom management, motivation, and engagement 2.Managing time, space, transitions, and activities 3.Classroom, school and community culture	EDU 201 EDU 291 EDU 292 EDU 341 EDU 351 EDU 453 EDU 493 EDU 494 EDU 495
Standard #6 Utilizing Effective	1.Verbal and nonverbal communication	EDU 211 EDU 231

Communication	2.Sensitivity to culture, gender, intellectual and physical differences 3.Learner expression in speaking, writing and other media 4.Technology and media communication tools	EDU 317 EDU351 EDU 392 EDU 393 EDU 453 EDU 492 EDU 493
Standard #7 Use of Student Assessment Data to Analyze and Modify Instruction	1.Effective use of assessments 2.Assessment data to improve learning 3.Student-led assessment strategies 4.Effect of instruction on individual/class learning 5.Communication of student progress and maintaining records 6.Collaborative data analysis process	EDU 351 EDU 353 EDU 392 EDU 393 EDU 415 EDU 420 EDU441 EDU 460 EDU 492 EDU 493
Standard #8 Professional Practice	1.Self-assessment and improvement 2.Professional learning 3.Professional rights, responsibilities and ethical practices	EDU 211 EDU 258 EDU 341 EDU 415 EDU 453 EDU 458 EDU492 EDU 493
Standard #9 Professional Collaboration	1.Roles, responsibilities, and collegial activities 2.Collaborating with historical, cultural, political and social context to meet the needs of students 3.Cooperative partnerships in support of student learning	EDU 258 EDU 415 EDU 453 EDU 458 EDU 492 EDU 493

Section 2:   Student and Course Data

A. Demographics

Special Education Graduates by Academic Year

2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
2	1	1	2	1

Special Education Majors by Year

2005	2006	2007	2008	2009	2010	2011
7	13	4	12	9	12	15

B. Career Opportunities
1. Jobs for the last five years graduates

Job Data for 2007-2012 SPED Graduates As Documented by Alumni Office*		
ESP – Special Education	7 graduates	7 records of employment • Teacher • Special Ed Teacher • Special Ed Teacher • Teacher • Elem Special Ed Teacher • Special Ed Teacher • Special Ed Teacher

*51 Education Graduates from 2007-2012 have no records in the Alumni Office.

C. Courses
1. Courses required for your major/minor.

2. Course List – Total Hours: 82

Course#	Course Title	Hours
EDU201	Multicultural Education	3
EDU211	Educational Technology	2

EDU231	Exceptional Child	3
EDU250	Foundations	3
EDU258	Cross Categorical Disabilities	3
EDU291	Pre-Student Teaching I	1
EDU292	Pre-Student Teaching II	1
EDU317	Integrated Curriculum I	3
EDU318	Integrated Curriculum II	3
EDU341	Teaching Mathematics (Elementary)	3
EDU351	Language Development	3
EDU353	Teaching Remedial Mathematics	2
EDU392	Reading in the Content Area	3
EDU393	Teaching Elementary Reading	3
EDU415	Conferencing and Consultation	3
EDU420	Measurement and Evaluation	4
EDU441	Analysis and Correction	2
EDU453	Classroom Management	2
EDU458	Teaching Cross Categorical Disabilities	3
EDU460	Career/Vocational Education	2
EDU492	Educational Seminar	3
EDU493	Supervised Teaching (Special Education)	12
PED107	Health, Nutrition and Safety	2
PSY209	Child Development and Behavior	3
PSY221	Educational Psychology	3
PSY316	Psychology of the Adolescent and the Middle-Level Child	3
MAT231	Mathematics for Elementary Teachers	3

2. Two-year course rotation schedule (The courses highlighted in red are specific to the major.)

Fall 2012 through Summer 2014 semesters
(subject to change)

Revised (01/2013)

Course	Fall/Spr 12-13	Sum 13	Fall/Spr 13-14	Sum 14
ART 418 Methods of Teaching Art	Fall		Fall	
BIO 418 Methods of Teaching	Fall		Fall	

Course				
Science				
EDU 105 Intro to Teacher Education	Fall/Spr		Fall/Spr	
EDU 201 Multicultural Education	Fall/Spr		Fall/Spr	
EDU 211 Educational Technology	Fall/Spr		Fall/Spr	
EDU 231 Exceptional Child	Fall/Spr		Fall/Spr	
EDU 250 Foundations	Fall/Spr		Fall/Spr	
EDU 258 Cross Categorical Disabil's			Fall	
EDU 261 Assessing Young Child			Fall	
EDU 281 Early Childhood Principles			Spr	
EDU 291 Pre Student Teaching I	Fall/Spr		Fall/Spr	
EDU 292 Pre Student Teaching II	Fall/Spr		Fall/Spr	
EDU 293 Pre Student Teaching III	Fall/Spr		Fall/Spr	
EDU 301 Family & Comm Resources	Fall/			
EDU 311 Mid Sch Phil and Org		Summer		Summer
EDU 313 Early Childhood Prog Mgmt	/Spr			
EDU 314 Mid Sch Curr and Instructn		Summer		Summer
EDU 317 Integrated Curriculum I	Fall/Spr		Fall/Spr	
EDU 318 Integrated Curriculum II	Fall/Spr		Fall/Spr	
EDU 341 Teaching Elementary Math	/Spr		/Spr	
EDU 351 Language Development	/Spr			
EDU 353 Teaching Remedial Math			Fall/	
EDU 392 Reading in Content Area	Fall/Spr	Summer	Fall/Spr	Summer
EDU 393 Teaching Reading in Elem	Fall/Spr		Fall/Spr	
EDU 415 Conferencing & Consultatn	/Spr			
EDU 417 Practicum (ECE)	Fall/		Fall/	
EDU 418 Methods of T. Soc Studies	Fall/		Fall/	
EDU 420 Measurement and Eval			Fall/	
EDU 422 Measurement & Assess in Education	Fall/Spring		Fall/Spring	
EDU 441 Analysis and Correction	Fall/		Fall/	
EDU 453 Classroom Management	Fall/Spr		Fall/Spr	
EDU 458 Teaching Cross Cat Disab			/Spr	
EDU 460 Career and Voc Educ	Fall			
EDU 490 Supervised Teaching (Elem)	Fall/Spr		Fall/Spr	
EDU 492 Educational Seminar	Fall/Spr		Fall/Spr	
EDU 493 Supervised Teaching (Spec)	Fall/Spr		Fall/Spr	

EDU 495 Supervised Teaching (Mid)	Fall/Spr		Fall/Spr	
EDU 499 Supervised Teaching (Sec)	Fall/Spr		Fall/Spr	
ENG 418 Meth. of Teaching English	Fall/Spr		Fall/Spr	
MAT 418 Methods of Teaching Math	Fall/Spr		Fall/Spr	
MAT 231 Math for Elem. Teachers	/Spr			
PED 107 Health, Nutrition & Safety	Fall			
PED 418 Methods of Teaching PE	Fall		Fall/	
PSY 221 Educational Psychology	Fall/Spr		Fall/Spr	
PSY 209 Child Development	Fall/Spr		Fall/Spr	
PSY 316 Adol & Mid Level Child	Fall		Fall/	
THA 418 Meth.of Teaching Theatre	Fall		Fall/	

3. No Common Studies courses provided by this Program.

4. All courses support some area of teacher education certification

Section 3.   Faculty and Resources

A. Physical Facilities
1. Describe the physical facilities that are unique to your program, including specialized buildings, classroom space, labs, and built in equipment.

Facilities

Every full-time faculty member in the Education Division has a private office with a computer, Internet connection, access to local and long-distance phone services, and voice mail.   One classroom (Room 301 in the Academic Building) was converted by the Education Division into a model classroom for use by undergraduate students. Half the room is designed as an elementary classroom and the other half as a secondary classroom. Appropriate classroom equipment in the form of desks, chairs, tables, cupboards, SMARTBoard, mobile SMARTBoard, computers, projection system, easels, bulletin boards, chalkboards, dry erase boards, and other teaching aids, such as manipulatives, kits, books, literature sets, etc. were purchased to equip the model classroom. The faculty member who teaches the Classroom Management course uses the model classroom as an application of "theory into practice" by having teacher candidates rearrange and set up the room based on the classroom management philosophy and principles they have learned in class and selected for their classroom management plan.

All classrooms except AB311 at 3rd Floor in the Academic Building contain a SMARTBoard, an instructional computer, and a projector to allow students to gain familiarity with the Internet and the types of educational technologies commonly available to teachers. In addition, UIT maintains two "labs" in other campus buildings which have similar equipment and are available for student use. UIT also maintains an instructional lab for faculty training.

At all the University's off-campus teaching/learning sites, audiovisual and technology equipment are available to support faculty and students. Generally, projectors, TVs, VCRs, and overhead projectors are found at each of the teaching sites. Copiers are also available at the teaching sites for graduate students to make photocopies of materials for use in their classes. For example, the Columbia site of the University's Graduate and Adult Studies Division has the following audiovisual and technological equipment available: 3 TV & VCRs, 6 overhead projectors, 11 projectors, 1 SMARTBoard at each site and 1 photocopy machine.

Access to Technology

In addition to the equipment present in the University's classrooms, additional equipment is available for loan to faculty and students for classroom or home use from the University's library. The library loans the following types of equipment throughout the year: laptop computers, tablets, projectors, overhead projectors, slide projectors, portable projection screens, video cameras, digital still cameras, calculators, and cassette/CD recorders/players.

The Reference Librarian provides information literacy sessions at the beginning of each semester to undergraduate students as LEAD events. These sessions are intended to familiarize students with the various electronic research databases that are available and the most effective techniques for retrieving desired information. Also included in these sessions is information on plagiarism and proper citation form. Faculty may request that the Reference Librarian provide bibliographic instruction to a class on a specific topic. In addition, the Reference Librarian regularly makes presentations at graduate faculty workshops on similar topics to keep these faculty members informed about the latest databases available, etc.

The library provides access to electronic resources, library services, and brief tutorials on the library web site (http://www.williamwoods.edu/Category.asp?133). Through the use of a proxy server, these resources are available to any authorized WWU faculty member or student with an Internet connection from anywhere in the world.

WWU undergraduate and graduate programs in education include courses in educational technology. The undergraduate course is Educational Technology (EDU 211); Optional Educational Technology II (EDU 411 if eMINTS route); the graduate course is Educational Technology (EDU 580) as well as the new online MED Teaching and Technology Program. Candidates are presented with multiple uses of technology to promote learning, integrate appropriate technology into the curriculum, address issues related to implementation and uses of technology, and evaluate technology resources relevant to teaching and learning. Additionally, both undergraduate and graduate students are required to utilize technology to prepare their teaching portfolios required for state certification.

2. Changes/Upgrades—No significant upgrades or changes in the last 5 years.

B. Library Holdings

(NOTE: Item 1 and 2 should be obtained by contacting the library and should be included as appendices and included in this section of the report.) THIS REPORT IS

FORTHCOMING.

1. Analysis of Library Holdings [place as an appendices at the end of the report]
   a. Books resources in discipline
   b. Professional journal resources
   c. Electronic Media resources

C. Faculty

1. Number of present full-time faculty: 1
2. Number of adjuncts: 1 per semester
3. Number of clerical staff & student workers that are used to support the program: 1 administrative assistant

Name of Faculty	Highest Degree Earned	Degree Granting Institution	Years Full-time Teaching in Higher Ed
Allan Ensor	Ph.D	University of Missouri	7

D. Outside Resources

1. Is the program dependent on any outside resources? The program is dependent on the cooperation of public schools to provide placements for our clinical experience.
2. Do we provide resources to the outside environment? Tutors

E. Co-Curricular Activities

1. Do organized club activities support program goals and objectives? If so, how?
Education majors who excel in their respective program of study are recognized, honored for their achievement, and invited to join Kappa Delta Pi, an International Honorary Society in education established to foster excellence in education and promote fellowship among those dedicated to teaching. Society members strive to promote a high degree of professional fellowship, leadership, and growth in the field of education through a variety of activities, such as learning from novice teachers, learning from master teachers, collaboration with fellow educators, honoring an educator, and promoting literacy/reading programs.

Section 4: Financial Analysis of Program

1. Amount budgeted for program in division budget? 9%
2. Amount spent last year for program through division budget? 9%
3. Needs and cost of equipment required for this program. Pending; will be presented in other Education reports.

Section 5: Conclusions and Recommendations

Every program review process must include consultation with external reviewers.
1. Attach external review. None necessary for Special Education.
2. Faculty response of outside program review.

3. The Division of Education recommends to the Academic Council that this program continue as one of the major programs of the division with no major revisions necessary. The division also recommends that more university effort be made to ensure resources and processes that will yield more exact and robust data, such as was used in this report

Section 6: Academic Council Recommendations:

Discussion: Program review should be of concentration only, not the major of which it is part.

Conclusion: Jones will resubmit the Early Childhood, Elementary, Special Education and Middle School Education program reviews. Objectives for each education program in each review need to be unique. Specific items for improvement of facilities need to be included with rationale. Explore what updates are needed for the Model Classroom during the next year and include recommendations in next year's annual report. Perhaps work with Student Life to see if we need a student learning space on the third floor. While program assessment is developing, the council recommends that the program faculty work with the Director of Assessment (Carrie McCray) to provide the evidence of student learning that will be necessary.

Action items	*Person responsible*	*Deadline*
Redo Education program reviews so that data is program-specific	Hammons	9/3/2013 12:00 AM
Incorporate Student Life if student learning space on third floor is pursued	Hammons	5/15/2014 12:00 AM
Explore possible Model Classroom updates, include recommendations in next year's annual report	Hammons	5/15/2014 12:00 AM

APPENDIX

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**Education
Annual Assessment Report
May 15, 2012**

PROFILE

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Number of majors:＿＿＿＿＿75＿＿＿＿＿ *

Number of SPED majors:＿15＿＿＿ *

Number of Majors on Fulton Campus in Fall of:	2011	2010	2009	2008	2007	2006	2005
Early Childhood-Endorsement	3	10	17	16	0	0	10
Educational Studies BS	0	5	2	10	7	4	2
Elementary Education BS	38	35	61	61	43	53	44
Elementary Education BS *Columbia/JC*	21	42	0	0	0	0	0
Middle School Education BS	3	6	6	11	7	8	1
Secondary Education – Art BS	2	7	7	9	2	5	6
Secondary Education – Biology BS	0	4	1	1	0	0	0
Secondary Education-English BS	3	5	6	6	3	5	1
Secondary Education – History (Soc. St.) BS	0	6	7	7	6	9	3
Secondary Education – Physical Education BS	4	31	25	33	19	16	1
Secondary Education – Speech Theatre Ed. BS	1	2	2	0	0	2	2
Special Education BS	15	12	9	12	4	13	7

Number of faculty:＿1＿＿＿full-time ＿2＿＿ part-time

[Identify and explain any departmental factors that affect assessment and learning (for example, department is growing or shrinking rapidly, job market changing for graduates, field changing rapidly, large percentage of faculty retiring in next three years)]

The Division of Education is supporting off campus programs in Elementary Education in Jefferson City and Columbia.

<p style="text-align:center">PROGRAM OBJECTIVES—May 2012-- last time for these old objectives</p>

Upon completion of the program, the student will

1. Quality Indicator 1.2.1: The Pre-Service teacher understands the central concepts, tools if inquiry and structures of the discipline(s) within the context global society and creates learning experiences that make these aspects of subject matter meaningful for students.

2. Quality Indicator 1.2.2: The Pre-Service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.

3. Quality Indicator 1.2.3: The Pre-Service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4. Quality Indicator 1.2.4: The Pre-Service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.

5. Quality Indicator 1.2.5: The Pre-Service teacher uses a variety of instructional strategies to encourage students 'development of critical thinking, problem solving, and performance skills.

6. Quality Indicator 1.2.6: The Pre-Service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7. Quality Indicator 1.2.7: The Pre-Service teacher models effective verbal, non-verbal, and media communication techniques to foster inquiry, collaboration, and supportive interaction in the classroom.

8. Quality Indicator 1.2.8: The Pre-Service teacher understands and uses formal

and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

9. Quality Indicator 1.2.9: The Pre-Service teacher is a reflective practitioner who continually assesses the effects on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilizes the assessment and professional growth to generate more learning for more students.

10. Quality Indicator 1.2.10: The Pre-Service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support student learning and wellbeing.

11. Quality Indicator 1.2.11 Technology in Teaching and Learning: The Pre-Service teacher understands the theory and application of technology in educational settings and has technology skills to create meaningful learning opportunities for all students.

Education MAJOR ASSESSMENT via portfolio scores

Scores	Portfolio Standards 2011-2012															
	1	2	3	4	5	6	7	8	9	10	11.1	11.2	11.3	11.4	11.5	11.6
10	44	28	28	28	31	34	28	30	36	40	27	23	21	19	20	22
9	16	18	22	16	9	13	15	19	15	14	7	11	10	7	4	4
8	5	16	15	20	21	17	17	16	14	12	1	2	5	9	10	6
7		2	2	2	4	3	4	1	1	1	2	3	2	1	4	6
6		2		1	2		2	1					1	2		1
5		1							1							
4	1										1			1	1	
3																
2																
1																
0	1						1				1					

Standards 1-10 were scored by 1-2 faculty members. Standard 11 was scored by one faculty member. The data includes December graduates from the on campus program, May graduates from the off campus program, and May graduates from the on campus program. This data was pulled from T-K 20 and indicates that most of the 39 (exception of 3) students accomplished their work at the upper end of the spectrum.
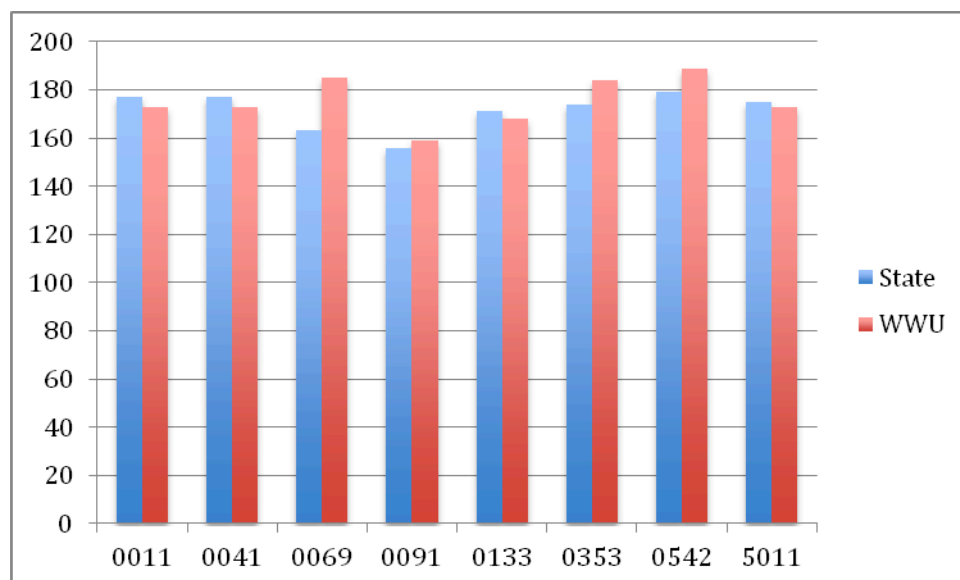
College Base Test
Pass Rates for 2011-2012
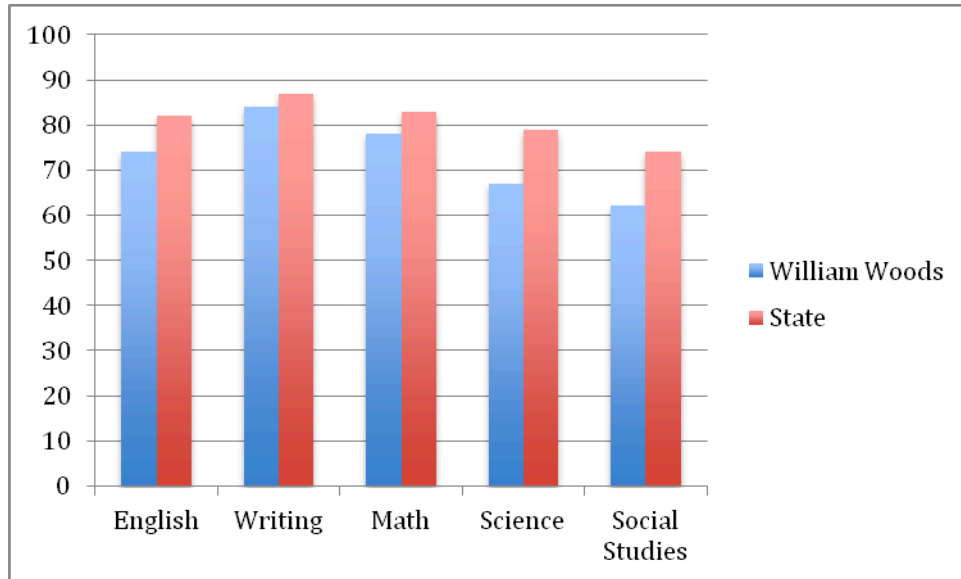
As indicated in the above table, the pass rates of William Woods' students are lower than the pass rates for the entire state of Missouri. However, it should be noted that that the pass rates for the English, Writing and Math subtests are not significantly different.

PRAXIS
Average Scores for 2011-2012

The numbers along the horizontal base represent different certification areas. As indicated in the above table, the average test scores for William Wood's students was higher for Middle School Mathematics, Education of Exceptional Students: Core Knowledge, and Education of Exceptions Students: Mild to Moderate Disabilities. **Given that the students with whom we are working demonstrate scores lower than the state averages, the PRAXIS passage rate represents a job well done.**

PRAXIS Test Code Key	
0011	Elementary Education Grades 1-6
0041	English
0069	Mathematics
0091	Physical Education (K-9, K-12, 9-12)
0133	Art (K-12, 9-12)
0353	Learning Disabilities
0542	Mild to Moderate Disabilities

September 2012

**Program Changes Based on Assessment
(Closing the Loop)**

Improvements in the Assessment Process

A document for reflection in the portfolio has been developed for all education majors.
(Jan 2012 division meeting)

Program Changes Based on Assessment Data (Empirical & Non-Empirical)

1. **We need to create a systematic process for tracking students' progress while they are in the teacher education program and especially after they leave and join the workforce. Currently it is patchy at best and does not meet the requirements of DESE. We should not need to rely on Facebook and other social media to accomplish this end.**

2. **Current use of adjunct faculty should be continued. Anecdotal reports from Local Administrators of Special Education (LASE) report that our students are well prepared to enter the classrooms. This is largely due to their exposure emerging initiatives and current practices that are introduced by the practicing professionals that make up our adjunct faculty.**