Program Outcomes Assessment

BA/BS in Special Education

Created on: 03/02/2010 09:45:00 AM CDT
Last Modified: 03/23/2016 12:42:16 PM CDT
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General Information (Program Outcomes Assessment)
Standing Requirements

Mission Statement
The Center for Science Education provides an interdisciplinary program to prepare future teachers with professional knowledge for science teaching. The curriculum of the Science Education program attempts to connect science content knowledge to the methods and strategies of teaching. Within the constructivist framework, this program inspires students to clarify one’s own values and to discover own personal meaning and approach in teaching. We encourage our future science teachers to be reflective professionals who are able to inquire into teaching and think critically about their teaching. As reflective professionals, students are required to identify, analyze, and solve various ill-structured problems that they will encounter in their future teaching practice. Science teachers must be able to teach culturally diverse students. Moreover, teachers should recognize inequality in science education contexts and have the will to solve this problem. Thus, we foster our teacher candidates to be culturally sensitive science teachers who work to remove social inequities and promote scientific literacy for all students in the classroom.

Outcomes Library

BA/BS in Special Education Outcome Set - 2015

1. Foundations
Teacher candidates will demonstrate knowledge of foundations of special education and its role in P-12 education

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Legal, regulatory, and ethical issues</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will identify historical and current legal, regulatory, and ethical issues in special education.</td>
<td></td>
</tr>
<tr>
<td>1.2 Characteristics of disabilities and of learners having those disabilities</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will identify the disabilities covered in IDEA, the characteristics of those disabilities and the characteristics of learners having those disabilities.</td>
<td></td>
</tr>
<tr>
<td>1.3 Behavioral issues and interventions</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors</td>
<td></td>
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</tbody>
</table>

2. Teaching
Candidates will demonstrate proficiency in teaching students with exceptional learning needs.

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>2.1 Content</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidates will appropriately plan and teach content to students with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>2.2 Assistive technology</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>


Program Outcomes Assessment
BA/BS in Special Education
Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.

2.3 Impact of instruction
Candidate will investigate the impact of instruction and other factors on students’ learning

2.4 Inclusive programs
Candidate will develop an inclusive program for a student with exceptional learning needs.

2.5 Assessments
Candidate will appropriately develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs.

3. Professional behavior
Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional learning needs.

<table>
<thead>
<tr>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>3.1 Collaboration with all stakeholders</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.</td>
<td></td>
</tr>
<tr>
<td>3.2 Collaboration with school personnel</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Candidate will collaborate with other school personnel.</td>
<td></td>
</tr>
<tr>
<td>3.3 Reflection on practice</td>
<td>No Mapping</td>
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<tr>
<td>Candidate will reflect on their professional practice</td>
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</tbody>
</table>

BS In Science Education Outcome Set 2016

Foundations of Science Teaching

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>1.1 Nature of Science</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Teacher candidates of science engage students effectively in studies of the history, philosophy, and practice of science. They enable students to distinguish science from nonscience, understand the evolution and practice of science as a human endeavor, and critically analyze assertions made in the name of science. To show they are prepared to teach the nature of science, teacher candidates of science must demonstrate that they:</td>
<td></td>
</tr>
<tr>
<td>1.1 (a)</td>
<td>No Mapping</td>
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<tr>
<td>understand the philosophical tenets, assumptions, goals, and values</td>
<td></td>
</tr>
<tr>
<td>: understand the philosophical tenets, assumptions, goals, and values that distinguish science from technology and from other ways of knowing the world</td>
<td></td>
</tr>
<tr>
<td>1.1 (b)</td>
<td>No Mapping</td>
</tr>
<tr>
<td>engage students in studies of the nature of science</td>
<td></td>
</tr>
<tr>
<td>: engage students successfully in studies of the nature of science including, when possible, the critical analysis of false or doubtful assertions made in the name of science</td>
<td></td>
</tr>
<tr>
<td>1.2 Safety and Welfare</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Teacher candidates of science organize safe and effective learning environments that promote the success of students</td>
<td></td>
</tr>
</tbody>
</table>
and the welfare of all living things. They require and promote knowledge and respect for safety, and oversee the welfare of all living things used in the classroom or found in the field. To show that they are prepared, teachers of science must demonstrate that they:

1.2 (a) understand the legal and ethical responsibilities:
- understand the legal and ethical responsibilities of science teachers for the welfare of their students, the proper treatment of animals, and the maintenance and disposal of materials

1.2 (b) know and practice proper techniques for the use of materials:
- know and practice safe and proper techniques for the preparation, storage, dispensing, supervision, and disposal of all materials used in science instruction

1.2 (c) know and follow safety procedures:
- know and follow emergency procedures, maintain safety equipment, and ensure safety procedures appropriate for the activities and the abilities of students

1.3 Professional Growth
Teacher candidates of science strive continuously to grow and change, personally and professionally, to meet the diverse needs of their students, school, community, and profession. They have a desire and disposition for growth and betterment. To show their disposition for growth, teacher candidates of science must demonstrate that they:

1.3(a) reflect upon teaching:
- reflect constantly upon their teaching and identify ways and means through which they may grow professionally

1.3 (b) improve teaching and facilitate professional growth:
- use information from students, supervisors, colleagues and others to improve their teaching and facilitate their professional growth

II. Science Curriculum

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>2.1 Curriculum</td>
<td>No Mapping</td>
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</tbody>
</table>

Teacher candidates of science plan and implement an active, coherent, and effective curriculum that is consistent with the goals and recommendations of the national and state science standards. They begin with the end in mind and effectively incorporate contemporary practices and resources into their planning and teaching. To show that they are prepared to plan and implement an effective science curriculum, teacher candidates of science must demonstrate that they:

2.1 (a) understand curricular recommendations:
- understand the curricular recommendations of the national and state science standards, and can identify, access, and/or create resources and activities for science education that are consistent with the standards

2.1 (b) plan units of study:
- plan and implement internally consistent units of study that address the diverse goals of the national and state science standards and the needs and abilities of students.

2.2 Issues
Teacher candidates of science recognize that informed citizens must be prepared to make decisions and take action on
contemporary science and technology related issues of interest to the general society. They require students to conduct inquiries into the factual basis of such issues and to assess possible actions and outcomes based upon their goals and values. To show that they are prepared to engage students in studies of issues related to science, teacher candidates of science must demonstrate that they:

2.2 (a) understand socially important issues related to science:
understand socially important issues related to science and technology in their field of licensure, as well as processes used to analyze and make decisions on such issues

2.2 (b) engage students in the analysis of problems:
engage students successfully in the analysis of problems, including considerations of risks, costs, and benefits of alternative solutions; relating these to the knowledge, goals and values of the students.

2.3 Science in the Community
Teacher candidates of science relate their discipline to their local and regional communities, involving stakeholders and using the individual, institutional, and natural resources of the community in their teaching. They actively engage students in science related studies or activities related to locally important issues. To show that they are prepared to relate science to the community, teacher candidates of science must demonstrate that they:

2.3 (a) relate science to the community:
identify ways to relate science to the community, involve stakeholders, and use community resources to promote the learning of science

2.3 (b) involve students in activities that relate science to the community:
involve students successfully in activities that relate science to resources and stakeholders in the community or to the resolution of issues important to the community

### III. Instructional Strategies for Teaching Science

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>3.1 Inquiry</td>
<td>No Mapping</td>
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</table>

Teacher candidates of science engage students both in studies of various methods of scientific inquiry and in active learning through scientific inquiry. They encourage students, individually and collaboratively, to observe, ask questions, design inquiries, and collect and interpret data in order to develop concepts and relationships from empirical experiences. To show that they are prepared to teach through inquiry, teachers of science must demonstrate that they:

3.1 (a) understand the methods of inquiry:
understand the processes, tenets, and assumptions of multiple methods of inquiry leading to scientific knowledge

3.1 (b) engage students in inquiries:
engage students successfully in developmentally appropriate inquiries that require them to develop concepts and relationships from their observations, data, and inferences in a scientific manner.

3.2 General Skills of Teaching
Teacher candidates of science create a community of diverse learners who construct meaning from their science experiences and possess a disposition for further exploration and learning. They use, and can justify, a variety of classroom arrangements, groupings, actions, strategies, and methodologies. To show that
they are prepared to create a community of diverse learners, teacher candidates of science must demonstrate that they:

3.2 (a) No Mapping
vary teaching methods: vary their teaching actions, strategies, and methods to promote the development of multiple student skills and levels of understanding;

3.2 (b) No Mapping
promote the learning of science by diverse students: successfully promote the learning of science by students with different abilities, needs, interests, and backgrounds;

3.2 (C) No Mapping
use technological tools: successfully use technological tools, including but not limited to computer technology, to access resources, collect and process data, and facilitate the learning of science

### IV. Student Learning and Assessment

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>4.1 Student Learning</td>
<td>No Mapping</td>
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</table>

For effective teaching, teacher candidates of science need to know how students’ different developmental levels or learning styles vary in their approaches to learning related to specific topic learning. In addition, teacher candidates should know both the prior understanding and difficulties that students of a given age bring with them to the study of particular topics. To show that they have the knowledge of student learning, teacher candidates of science must demonstrate that they

4.1 (a) No Mapping
understand student prior knowledge: understand and build effectively upon the prior beliefs, knowledge, experiences, and interests of students

4.1 (b) No Mapping
reflect on teaching in terms of student learning: reflect on and critically analyze their teaching to address how their unit teaching effects student learning

4.2 Assessment | No Mapping |

Teacher candidates of science construct and use effective assessment strategies to determine the backgrounds and achievements of learners and facilitate their intellectual, social, and personal development. They assess students fairly and equitably, and require that students engage in ongoing self-assessment. To show that they are prepared to use assessment effectively, teacher candidates of science must demonstrate that they

4.2 (a) No Mapping
use multiple assessment tools and strategies: use multiple assessment tools and strategies to achieve important goals for instruction that are aligned with methods of instruction and the needs of students

4.2 (b) No Mapping
use assessment results to guide instruction: use the results of multiple assessments to guide and modify instruction, the classroom environment, or the assessment process

### REPLACED- BA/BS in Special Education Outcome Set
1. Foundations

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>1.1 Understand the field as an evolving and changing discipline</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and in society.</td>
<td></td>
</tr>
<tr>
<td>1.2 Understand how these influence professional practice</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.</td>
<td></td>
</tr>
<tr>
<td>1.3 Understand the impact of issues of diversity</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.</td>
<td></td>
</tr>
<tr>
<td>1.4 Understand the relationships of organizations of special education to the school</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.</td>
<td></td>
</tr>
<tr>
<td>1.5 Construct personal understandings and philosophies</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</td>
<td></td>
</tr>
</tbody>
</table>

2. Development and characteristics of learners

<table>
<thead>
<tr>
<th>Outcome</th>
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</thead>
<tbody>
<tr>
<td>2.1 Know and demonstrate respect</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators know and demonstrate respect for their students first as unique human beings.</td>
<td></td>
</tr>
<tr>
<td>2.2 Understand similarities and differences in human development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).</td>
<td></td>
</tr>
<tr>
<td>2.3 Understand how exceptional conditions can interact with development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>2.4 Understand the impact of ELN</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</td>
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3. Individual learning differences

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>3.1 Understand the effects of an exceptional condition</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
on learning
Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life.

3.2 Understand the beliefs, traditions, and values that can affect relationships
Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.

3.3 Understand how backgrounds interact with exceptional conditions
Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

### 4. Instructional strategies

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>4.1 Posses a repertoire of evidence-based instructional strategies</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>4.2 Use instructional strategies to promote positive learning results</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators select, adapt, and use these evidence-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>4.3 Enhance the development of knowledge and skills</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.</td>
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</table>

### 5. Learning environments and social interactions

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>5.1 Create learning environments for individuals with ELN</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>5.2 Foster environments in which diversity is valued</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.</td>
<td></td>
</tr>
<tr>
<td>5.3 Shape the environment to encourage independence</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.</td>
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</tbody>
</table>
5.4 Help general education colleagues
Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

5.5 Use direct interventions
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

5.6 Safely intervene in crisis
When necessary, special educators can safely intervene with individuals with ELN in crisis.

5.7 Provide guidance and direction to paraeducators
Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

6. Language

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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<tbody>
<tr>
<td>6.1 Understand language development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.</td>
<td></td>
</tr>
<tr>
<td>6.2 Use individualized strategies to enhance language development</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>6.3 Are familiar with technologies to support communication</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>6.4 Provide language models and facilitate understanding</td>
<td>Foundational Studies: 10. Express themselves effectively, professionally, and persuasively both orally and in writing.</td>
</tr>
<tr>
<td>Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.</td>
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</table>

7. Instructional planning

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
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</thead>
<tbody>
<tr>
<td>7.1 Develop long-range individualized instructional plans</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.</td>
<td></td>
</tr>
<tr>
<td>7.2 Develop short-range goals and objectives</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators systematically translate these long-range individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.</td>
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</tr>
<tr>
<td>7.3 Select, adapt, create, and modify materials and instructional variables</td>
<td>No Mapping</td>
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</table>
Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress.

7.4 Facilitate instructional planning in a collaborative context
Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

7.5 Develop individualized transition plans
Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

7.6 Use technologies to support instructional planning
Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

8. Assessment

<table>
<thead>
<tr>
<th>Outcome</th>
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<tbody>
<tr>
<td>8.1 Use multiple types of assessment</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.</td>
<td></td>
</tr>
<tr>
<td>8.2 Use the results of assessments</td>
<td>Foundational Studies: IIIa. Quantitative Literacy</td>
</tr>
<tr>
<td>Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.</td>
<td></td>
</tr>
<tr>
<td>8.3 Understand the legal policies and ethical principles of assessment</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.</td>
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</tr>
<tr>
<td>8.4 Understand measurement theory and the use and limitations of assessments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.</td>
<td></td>
</tr>
<tr>
<td>8.5 Collaborate with families and colleagues</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.</td>
<td></td>
</tr>
<tr>
<td>8.6 Conduct formal and informal assessments</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.</td>
<td></td>
</tr>
<tr>
<td>8.7 Identify supports and adaptations</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators use assessment information to identify supports and adaptations required for individuals with ELN to</td>
<td></td>
</tr>
</tbody>
</table>
access the general curriculum and to participate in school, system, and statewide assessment programs.

8.8 Regularly monitor progress
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

8.9 Use appropriate technologies
Special educators use appropriate technologies to support their assessments.

9. Professional and ethical practice

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.1 Guided by ethical and professional practice standards</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.</td>
<td></td>
</tr>
<tr>
<td>9.2 Engage in professional activities and learning communities</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.</td>
<td></td>
</tr>
<tr>
<td>9.3 Engage in lifelong learning</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.</td>
<td></td>
</tr>
<tr>
<td>9.4 Sensitive to the aspects of diversity</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.</td>
<td></td>
</tr>
<tr>
<td>9.5 Engage in activities that foster professional growth</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.</td>
<td></td>
</tr>
<tr>
<td>9.6 Know and practice within their limits</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators know their own limits of practice and practice within them.</td>
<td></td>
</tr>
</tbody>
</table>

10. Collaboration

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Mapping</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.1 Routinely and effectively collaborate with others</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.</td>
<td></td>
</tr>
<tr>
<td>10.2 Advocate the learning and well being of individuals with ELN</td>
<td>No Mapping</td>
</tr>
<tr>
<td>Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.</td>
<td></td>
</tr>
<tr>
<td>10.3 Act as a resource to colleagues</td>
<td>No Mapping</td>
</tr>
</tbody>
</table>
Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.

10.4 Use collaboration to facilitate transitions  
Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Curriculum Map

Active Curriculum Maps

- **BA/BS in Special Education Curriculum Map - 2015 (See appendix)**
  - Alignment Set: BA/BS in Special Education Outcome Set - 2015
  - Created: 02/11/2015 11:54:36 am CDT
  - Last Modified: 03/23/2016 12:25:01 pm CDT

- **SPED replaced map (See appendix)**
  - Alignment Set: REPLACED - BA/BS in Special Education Outcome Set
  - Created: 03/23/2016 12:25:26 pm CDT
  - Last Modified: 03/23/2016 12:27:51 pm CDT

Communication of Outcomes

Outcome expectations are communicated to candidates through meetings with the graduate advisor as well as discussions with course instructors and indicated on individual course syllabi.
Archive (This area is to be used for archiving pre-TaskStream assessment data and for current documents.)

**Archive**

**File Attachments:**

1. **BS in Special Education - National Recognition - July 2011** (See appendix)

2. **BS in Special Education - SPA Report March 2011.pdf** (See appendix)

3. **Special Education** (See appendix)
   - Special Education Assessment Plan

4. **Special Education** (See appendix)
   - Special Education 2006-2009
2012-2013 Assessment Cycle

- Assessment Plan
- Assessment Findings
- Action Plan
- Status Report
# 2013-2014 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

**REPLACED- BA/BS in Special Education Outcome Set**

### 1. Foundations

| 1.1 Understand the field as an evolving and changing discipline | Measure: Content Area Examination  
Direct - Exam |
|---|---|
| Details/Description:  
Target:  
Implementation Plan (timeline): SPED 102  
SPED 226  
Beginning of the program  
Responsible Individual(s): | |

| 1.2 Understand how these influence professional practice | Measure: Content Area Examination  
Direct - Exam |
|---|---|
| Details/Description:  
Target:  
Implementation Plan (timeline): SPED 102  
SPED 226  
Beginning of the program  
Responsible Individual(s): | |
### Responsible Individual(s):

### Measure: IEP Simulation
- **Direct - Student Artifact**

#### Details/Description:
- **Target:**
  - **Implementation Plan (timeline):** SPED 321
  - Middle of Program

### Measure: Praxis II
- **Direct - Exam**

#### Details/Description:
- **Target:**
  - **Implementation Plan (timeline):** End of Program

### Measure: Content Area Examination
- **Direct - Exam**

#### Details/Description:
- **Target:**
  - **Implementation Plan (timeline):** SPED 102
  - SPED 226
  - Beginning of the program

### 1.3 Understand the impact of issues of diversity
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

### Measure: IEP Simulation
- **Direct - Student Artifact**

#### Details/Description:
- **Target:**
  - **Implementation Plan (timeline):** SPED 321
  - Middle of Program

### Measure: Praxis II
- **Direct - Exam**

#### Details/Description:
- **Target:**
  - **Implementation Plan (timeline):** End of Program

### Responsible Individual(s):
### 1.4 Understand the relationships of organizations of special education to the school

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

**Measure:** Content Area Examination  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 102  
  - SPED 226  
  - Beginning of the program
- **Responsible Individual(s):**

**Measure:** IEP Simulation  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 321  
  - Middle of Program
- **Responsible Individual(s):**

**Measure:** Praxis II  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** End of Program
- **Responsible Individual(s):**

### 1.5 Construct personal understandings and philosophies

Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Measure:** Content Area Examination  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 102  
  - SPED 226  
  - Beginning of the program
- **Responsible Individual(s):**

**Measure:** IEP Simulation  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 321  
  - Middle of Program
- **Responsible Individual(s):**

**Measure:** Praxis II  
**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** End of Program
- **Responsible Individual(s):**
Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

2. Development and characteristics of learners

2.1 Know and demonstrate respect
Special educators know and demonstrate respect for their students first as unique human beings.

Measure: Content Area Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program
Responsible Individual(s):

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: IEP Simulation
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 321
Middle of Program
Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Measure:** Praxis II
Direct - Exam

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**
## 2.3 Understand how exceptional conditions can interact with development

**Measure:** Content Area Examination  
Direct - Exam

<table>
<thead>
<tr>
<th>Details/Description:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Implementation Plan (timeline): | SPED 102  
SPED 226  
Beginning of the program |
| Responsible Individual(s): |  |

<table>
<thead>
<tr>
<th>Details/Description:</th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Target:</strong></td>
<td></td>
</tr>
</tbody>
</table>
| Implementation Plan (timeline): | Student Teaching  
End of Program |
| Responsible Individual(s): |  |

### Measure: IEP Simulation

**Details/Description:**  
**Target:**  
Implementation Plan (timeline): SPED 321  
Middle of Program

**Responsible Individual(s):**

### Measure: Praxis II

**Details/Description:**  
**Target:**  
Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

### Measure: Response to Intervention Project

**Details/Description:**  
**Target:**  
Implementation Plan (timeline): SPED 200  
Beginning of Program

**Responsible Individual(s):**

## 2.4 Understand the impact of ELN

**Measure:** Content Area Examination  
Direct - Exam
**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

**Measure:** Praxis II
Direct - Exam

**Details/Description:**
**Target:**
Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 200
Beginning of Program

**Responsible Individual(s):**

### 3. Individual learning differences

#### 3.1 Understand the effects of an exceptional condition on learning

**Measure:** IEP Simulation
Direct - Student Artifact
3.2 Understand the beliefs, traditions, and values that can affect relationships

Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.
### 3.3 Understand how backgrounds interact with exceptional conditions

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321  
Middle of Program

**Responsible Individual(s):**

---

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

---

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

---

### 4. Instructional strategies

**4.1 Posses a repertoire of evidence-based instructional strategies**

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

---

**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200  
Beginning of Program

**Responsible Individual(s):**

---

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact
### Details/Description:

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

#### Measure: Teacher Work Sample—Secondary

Direct - Student Artifact

---

#### Measure: TOTAL or Traditional Program Lesson Plans

Direct - Portfolio

---

#### Measure: Final Student Teaching Evaluation

Direct - Other

---

### 4.2 Use instructional strategies to promote positive learning results

Special educators select, adapt, and use these evidence-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

#### Measure: Response to Intervention Project

Direct - Student Artifact

---

#### Measure: Teacher Work Sample—Elementary

Direct - Student Artifact

---
### Details/Description:
**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

### Details/Description:
**Target:**

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

### Details/Description:
• Reading
  • Language Arts
  • Math
  • Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

---

### 4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

#### Measure: Final Student Teaching Evaluation
Direct - Other

### Details/Description:
**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

---

#### Measure: Response to Intervention Project
Direct - Student Artifact

### Details/Description:
**Target:**

**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

---

#### Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

### Details/Description:
### Target:

**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

#### Measure: Teacher Work Sample—Secondary  
Direct - Student Artifact

#### Details/Description:

**Target:**  
**Implementation Plan (timeline):** CIMT 400  
Middle of Program  

**Responsible Individual(s):**

#### Measure: TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

#### Details/Description:

- **• Reading**  
- **• Language Arts**  
- **• Math**  
- **• Social Studies**  

**Target:**  
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math  

**Responsible Individual(s):**

#### 5. Learning environments and social interactions

**5.1 Create learning environments for individuals with ELN**  
Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.

#### Measure: Final Student Teaching Evaluation  
Direct - Other

#### Details/Description:

**Target:**  
**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

#### Measure: Teacher Work Sample—Elementary  
Direct - Student Artifact

#### Details/Description:

**Target:**  
**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

#### Measure: Teacher Work Sample—Secondary  
Direct - Student Artifact

#### Details/Description:

**Target:**  
**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**
### Details/Description:
**Target:**

#### Implementation Plan (timeline): CIMT 400
Middle of Program

#### Responsible Individual(s):

### Measure: TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

### Details/Description: • Reading
- Language Arts
- Math
- Social Studies

#### Target:

#### Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394—Math

#### Responsible Individual(s):

### 5.2 Foster environments in which diversity is valued

**Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.**

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

### Details/Description:

#### Target:

#### Implementation Plan (timeline): Student Teaching
End of Program

#### Responsible Individual(s):

### Measure: Teacher Work Sample—Elementary
**Direct - Student Artifact**

### Details/Description:

#### Target:

#### Implementation Plan (timeline): Student Teaching
End of Program

#### Responsible Individual(s):

### Measure: Teacher Work Sample—Secondary
**Direct - Student Artifact**

### Details/Description:

#### Target:

#### Implementation Plan (timeline): CIMT 400
Middle of Program

#### Responsible Individual(s):

### Measure: TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

### Details/Description: • Reading
• Language Arts
• Math
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

### 5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMIT 400
Middle of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
• Reading
• Language Arts
• Math
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**
### 5.4 Help general education colleagues

Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Final Student Teaching Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
</tr>
</tbody>
</table>

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): Student Teaching
  - End of Program

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Teacher Work Sample—Elementary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Student Artifact</strong></td>
</tr>
</tbody>
</table>

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): Student Teaching
  - End of Program

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Teacher Work Sample—Secondary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Student Artifact</strong></td>
</tr>
</tbody>
</table>

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): CMT 400
  - Middle of Program

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th><strong>Measure:</strong> TOTAL or Traditional Program Lesson Plans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Direct - Portfolio</strong></td>
</tr>
</tbody>
</table>

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
    - ELED 392—Social Studies
    - ELED 397/398—Reading
    - ELED 394—Math

**Responsible Individual(s):**

### 5.5 Use direct interventions

Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

<table>
<thead>
<tr>
<th><strong>Measure:</strong> Final Student Teaching Evaluation</th>
</tr>
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<tbody>
<tr>
<td><strong>Direct - Other</strong></td>
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</tbody>
</table>

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): Student Teaching
  - End of Program

**Responsible Individual(s):**
### Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** Student Teaching End of Program
- **Responsible Individual(s):**

### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** CIMT 400 Middle of Program
- **Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
  - ELED 392—Social Studies
  - ELED 397/398—Reading
  - ELED 394—Math
- **Responsible Individual(s):**

### 5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in crisis.

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** Student Teaching End of Program
- **Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
- **Target:**
- **Implementation Plan (timeline):** Student Teaching End of Program
- **Responsible Individual(s):**
5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**
6. Language

6.1 Understand language development
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

6.2 Use individualized strategies to enhance language development
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program

Responsible Individual(s):
6.3 Are familiar with technologies to support communication

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

6.4 Provide language models and facilitate understanding

Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

7. Instructional planning

7.1 Develop long-range individualized instructional plans

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**


Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

7.2 Develop short-range goals and objectives
Special educators systematically translate these long-range individualized plans into carefully selected short-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
### 7.3 Select, adapt, create, and modify materials and instructional variables

Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress.

| Measure: Final Student Teaching Evaluation |
| Direct - Other |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching End of Program |
| Responsible Individual(s): |

| Measure: Teacher Work Sample—Elementary |
| Direct - Student Artifact |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching End of Program |
| Responsible Individual(s): |

| Measure: TOTAL or Traditional Program Lesson Plans |
| Direct - Portfolio |
| Details/Description: ● Reading |
| ● Language Arts |
| ● Math |
| ● Social Studies |
| Target: |
| Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4) |
| ELED 392—Social Studies |
| ELED 397/398—Reading |
| ELED 394—Math |
| Responsible Individual(s): |

### 7.4 Facilitate instructional planning in a collaborative context

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

| Measure: Final Student Teaching Evaluation |
| Direct - Other |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching End of Program |
| Responsible Individual(s): |

| Measure: Teacher Work Sample—Elementary |
| Direct - Student Artifact |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching End of Program |
### Responsible Individual(s):

#### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

- **Details/Description:** Reading
- **Target:**
  - **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
  - ELED 392—Social Studies
  - ELED 397/398—Reading
  - ELED 394—Math

- **Responsible Individual(s):**

---

7.5 Develop individualized transition plans

Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

#### Measure: Final Student Teaching Evaluation
Direct - Other

- **Details/Description:**

- **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program

- **Responsible Individual(s):**

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7.6 Use technologies to support instructional planning

Special educators are

#### Measure: Final Student Teaching Evaluation
Direct - Other

- **Details/Description:**

- **Target:**
comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

### 8. Assessment

#### 8.1 Use multiple types of assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
Direct - Student Artifact
8.2 Use the results of assessments

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other
  - Details/Description:
  - Target:
    - Implementation Plan (timeline): Student Teaching
    - End of Program
  - Responsible Individual(s):

- **Measure:** IEP Simulation
  - Direct - Student Artifact
Details/Description:
Target:
Implementation Plan (timeline): SPED 321
Middle of Program
Responsible Individual(s):

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 200
Beginning of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

Measure: Final Student Teaching Evaluation
Direct - Other

8.3 Understand the legal policies and ethical principles of assessment
Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.

### Details/Description:

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200 Beginning of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**

• Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
8.4 Understand measurement theory and the use and limitations of assessments

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

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Details/Description:
Target:
Implementation Plan (timeline): Student Teaching End of Program

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Details/Description:
Target:
Implementation Plan (timeline): SPED 321 Middle of Program

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Details/Description:
Target:
Implementation Plan (timeline): SPED 200 Beginning of Program

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Details/Description:
Target:
Implementation Plan (timeline): CIMT 400 Middle of Program

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8.5 Collaborate with families and colleagues

| Measure: Final Student Teaching Evaluation |
| Direct - Other |

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching End of Program

Responsible Individual(s):

| Measure: IEP Simulation |
| Direct - Student Artifact |

Details/Description:

Target:

Implementation Plan (timeline): SPED 321 Middle of Program

Responsible Individual(s):

| Measure: Response to Intervention Project |
| Direct - Student Artifact |

Details/Description:

Target:

Implementation Plan (timeline): SPED 200 Beginning of Program

Responsible Individual(s):

| Measure: Teacher Work Sample—Elementary |
| Direct - Student Artifact |

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching End of Program

Responsible Individual(s):
Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: ● Reading
● Language Arts
● Math
● Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

8.6 Conduct formal and informal assessments
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: IEP Simulation
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 321
Middle of Program
Responsible Individual(s):

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 200
Beginning of Program
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<td><strong>• Social Studies</strong></td>
<td><strong>Target:</strong></td>
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<td><strong>ELED 392—Social Studies</strong></td>
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<td><strong>ELED 397/398—Reading</strong></td>
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<td><strong>Responsible Individual(s):</strong></td>
<td><strong>8.7 Identify supports and adaptations</strong></td>
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<td><strong>Measure: Final Student Teaching Evaluation</strong></td>
<td>Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.</td>
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**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200  
Beginning of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

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**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:** • Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

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**8.8 Regularly monitor progress**  
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

---

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**
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<td>Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 &amp; 4) ELED 392—Social Studies ELED 397/398—Reading ELED 394—Math</td>
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### 8.9 Use appropriate technologies

Special educators use appropriate technologies to support their assessments.

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9. Professional and ethical practice

9.1 Guided by ethical and professional practice standards

Special educators are guided by the profession's ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

**Measure:** Final Student Teaching Evaluation
- Direct - Other

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** Student Teaching
- End of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
- Direct - Portfolio

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**
- **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394--Math

**Responsible Individual(s):**

9.2 Engage in professional activities and learning communities

Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.

**Measure:** Final Student Teaching Evaluation
- Direct - Other

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** Student Teaching
- End of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
- Direct - Portfolio

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**
- **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
- ELED 392—Social Studies
9.3 Engage in lifelong learning

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

**Measure:** Final Student Teaching Evaluation

**Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

---

9.4 Sensitive to the aspects of diversity

Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.

**Measure:** Final Student Teaching Evaluation

**Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

---

**Measure:** TOTAL or Traditional Program Lesson Plans

**Direct - Portfolio**

**Details/Description:**

- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math

**Responsible Individual(s):**
9.5 Engage in activities that foster professional growth

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching
    - End of Program

  **Responsible Individual(s):**

- **Measure:** TOTAL or Traditional Program Lesson Plans
  - Direct - Portfolio

  **Details/Description:** • Reading
  - Language Arts
  - Math
  - Social Studies

  **Target:**
  - **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
    - ELED 392—Social Studies
    - ELED 397/398—Reading
    - ELED 394—Math

  **Responsible Individual(s):**

9.6 Know and practice within their limits

Special educators know their own limits of practice and practice within them.

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching
    - End of Program

  **Responsible Individual(s):**

- **Measure:** TOTAL or Traditional Program Lesson Plans
  - Direct - Portfolio

  **Details/Description:** • Reading
  - Language Arts
  - Math
  - Social Studies

  **Target:**
  - **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
    - ELED 392—Social Studies
    - ELED 397/398—Reading
    - ELED 394—Math

  **Responsible Individual(s):**

10. Collaboration

10.1 Routinely and effectively collaborate with others

Special educators routinely
and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.

10.2 Advocate the learning and well being of individuals with ELN
Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.

10.3 Act as a resource to colleagues
Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.
10.4 Use collaboration to facilitate transitions
Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
Implementation Plan (timeline): Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 321 Middle of Program

**Responsible Individual(s):**

---

**Assessment Findings**

**Finding per Measure**

REPLACED- BA/BS in Special Education Outcome Set

1. Foundations

1.1 Understand the field as an evolving and changing discipline
Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and in society.

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 102 SPED 226 Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 321
1.2 Understand how these influence professional practice
Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Praxis II
No Findings Added

Measure: Content Area Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program
Responsible Individual(s):

Findings for Content Area Examination
No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 321
Middle of Program
Responsible Individual(s):

Findings for IEP Simulation
No Findings Added

Measure: Praxis II
Direct - Exam
### Details/Description:
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

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#### 1.3 Understand the impact of issues of diversity
Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

#### Measure: Content Area Examination
Direct - Exam

#### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program
**Responsible Individual(s):**

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#### Measure: IEP Simulation
Direct - Student Artifact

#### Details/Description:
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program
**Responsible Individual(s):**

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#### Measure: Praxis II
Direct - Exam

#### Details/Description:
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**Implementation Plan (timeline):** End of Program
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1.4 Understand the relationships of organizations of special education to the school

**Measure:** Content Area Examination

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 102
  - Beginning of the program
- Implementation Plan (timeline): SPED 226

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** IEP Simulation

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 321
  - Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II

**Details/Description:**

**Target:**
- Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

No Findings Added

1.5 Construct personal understandings and philosophies

**Measure:** Content Area Examination

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 102
  - Beginning of the program
- Implementation Plan (timeline): SPED 226

**Findings** for Content Area Examination

No Findings Added
Program Outcomes Assessment
BA/BS in Special Education

2. Development and characteristics of learners

2.1 Know and demonstrate respect
Special educators know and demonstrate respect for their students first as unique human beings.

measure: Content Area Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): SPED 102 SPED 226 Beginning of the program
Responsible Individual(s):

Findings for Content Area Examination

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<td>Findings for Response to Intervention Project</td>
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</table>
2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program
2.3 Understand how exceptional conditions can interact with development

Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.

**Measure:** Content Area Examination  
Direct - Exam

**Details/Description:**
**Target:**
Implementation Plan (timeline): SPED 102  
SPED 226  
Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**
**Target:**
Implementation Plan (timeline): Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** IEP Simulation  
Direct - Student Artifact
### Details/Description:

**Target:**

**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

### Measure: Praxis II

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

*No Findings Added*

### Measure: Response to Intervention Project

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

*No Findings Added*

### 2.4 Understand the impact of ELN

Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

### Measure: Content Area Examination

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

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3. Individual learning differences

3.1 Understand the effects of an exceptional condition on learning

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

No Findings Added

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): CMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

No Findings Added

3.2 Understand the beliefs, traditions, and values that can affect relationships

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
values across and within cultures can affect relationships among and between students, their families, and the school community.

### Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

- **Findings** for IEP Simulation

  *No Findings Added*

### Measure: Praxis II
Direct - Exam

**Details/Description:**

- **Target:**
- Implementation Plan (timeline): End of Program
- **Responsible Individual(s):**

  *Findings* for Praxis II

  *No Findings Added*

### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

- **Target:**
- Implementation Plan (timeline): CIMT 400
- Middle of Program
- **Responsible Individual(s):**

  *Findings* for Teacher Work Sample—Secondary

  *No Findings Added*

### 3.3 Understand how backgrounds interact with exceptional conditions

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and
4. Instructional strategies

4.1 Posses a repertoire of evidence-based instructional strategies
Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):

Findings for Final Student Teaching Evaluation
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4.2 Use instructional strategies to promote positive learning results
Special educators select, adapt, and use these evidence-based

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### Implementation Plan (timeline)

- **End of Program**

### Responsible Individual(s):

#### Findings for Final Student Teaching Evaluation

*No Findings Added*

### Measure: Response to Intervention Project

#### Details/Description:

- **Direct - Student Artifact**

#### Target:

- **Implementation Plan (timeline):** SPED 200
  - Beginning of Program

#### Responsible Individual(s):

#### Findings for Response to Intervention Project

*No Findings Added*

### Measure: Teacher Work Sample—Elementary

#### Details/Description:

- **Direct - Student Artifact**

#### Target:

- **Implementation Plan (timeline):** Student Teaching
  - End of Program

#### Responsible Individual(s):

#### Findings for Teacher Work Sample—Elementary

*No Findings Added*

### Measure: Teacher Work Sample—Secondary

#### Details/Description:

- **Direct - Student Artifact**

#### Target:

- **Implementation Plan (timeline):** CIMT 400
  - Middle of Program

#### Responsible Individual(s):

#### Findings for Teacher Work Sample—Secondary

*No Findings Added*

### Measure: TOTAL or Traditional Program Lesson Plans

#### Direct - Portfolio
4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

**Measure**: Final Student Teaching Evaluation  
Direct - Other

**Details/Description**:  
**Target**:  
**Implementation Plan (timeline)**: Student Teaching  
End of Program  
**Responsible Individual(s)**:  
**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure**: Response to Intervention Project  
Direct - Student Artifact

**Details/Description**:  
**Target**:  
**Implementation Plan (timeline)**: SPED 200  
Beginning of Program  
**Responsible Individual(s)**:  
**Findings** for Response to Intervention Project

No Findings Added

**Measure**: Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description**:  
**Target**:  
**Implementation Plan (timeline)**: Student Teaching  
End of Program  
**Responsible Individual(s)**:
5. Learning environments and social interactions

5.1 Create learning environments for individuals with ELN

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.

Measure: Final Student Teaching Evaluation

Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added
**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMIT 400  
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**

• Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

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**5.2 Foster environments in which diversity is valued**

Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program
**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**

• Reading
• Language Arts
• Math
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

*No Findings Added*
### 5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

#### Measure: Final Student Teaching Evaluation
- **Direct - Other**

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#### Measure: TOTAL or Traditional Program Lesson Plans
- **Direct - Portfolio**

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</table>
**5.4 Help general education colleagues**

Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): Student Teaching End of Program
- **Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): Student Teaching End of Program
- **Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary**

No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**
- **Target:**
  - Implementation Plan (timeline): CIMT 400 Middle of Program
- **Responsible Individual(s):**

**Findings for Teacher Work Sample—Secondary**

No Findings Added

**Measure: TOTAL or Traditional Program Lesson Plans**
Direct - Portfolio

**Details/Description:**
- Reading
5.5 Use direct interventions
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary
No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
• Language Arts
• Math
• Social Studies

**Target:**
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans
No Findings Added

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5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in crisis.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
Implementation Plan (timeline): Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation
No Findings Added

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**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary
No Findings Added

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**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**
### Target:

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

#### Findings for Teacher Work Sample—Secondary

*No Findings Added*

### Measure: TOTAL or Traditional Program Lesson Plans  
**Direct - Portfolio**

#### Details/Description:
- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 391—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

#### Findings for TOTAL or Traditional Program Lesson Plans

*No Findings Added*

### 5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

### Measure: Final Student Teaching Evaluation  
**Direct - Other**

#### Details/Description:

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

#### Findings for Final Student Teaching Evaluation

*No Findings Added*

### Measure: Teacher Work Sample—Elementary  
**Direct - Student Artifact**

#### Details/Description:

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

#### Findings for Teacher Work Sample—Elementary

*No Findings Added*
No Findings Added

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

- Implementation Plan (timeline): CIMT 400  
  Middle of Program
- Responsible Individual(s):
  - Findings for Teacher Work Sample—Secondary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**

- Reading
- Language Arts
- Math
- Social Studies

**Target:**

- Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)  
  ELED 392—Social Studies  
  ELED 397/398—Reading  
  ELED 394—Math
- Responsible Individual(s):
  - Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

### 6. Language

#### 6.1 Understand language development

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

- Implementation Plan (timeline): Student Teaching  
  End of Program
- Responsible Individual(s):
  - Findings for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact
### 6.2 Use individuated strategies to enhance language development

Special educators use individuated strategies to enhance language development and teach communication skills to individuals with ELN.

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No Findings Added

#### Measure: Final Student Teaching Evaluation
Direct - Other

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No Findings Added

#### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

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No Findings Added

### 6.3 Are familiar with technologies to support communication

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

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Direct - Other |
| **Target:** |
| Implementation Plan (timeline): Student Teaching End of Program |
| Responsible Individual(s): |
| **Findings** for Final Student Teaching Evaluation |

No Findings Added
6.4 Provide language models and facilitate understanding

Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Measure: Final Student Teaching Evaluation

Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added
**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**  

**Target:**  

**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

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**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  

• Reading  
• Language Arts  
• Math  
• Social Studies  

**Target:**  

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math  

**Responsible Individual(s):**

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**7.2 Develop short-range goals and objectives**

Special educators systematically translate these long-range individualized plans into carefully selected short-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**  

**Target:**  

**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

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Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
 Responsible Individual(s):

Findings for Teacher Work Sample—Elementary
No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
 Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans
No Findings Added

7.3 Select, adapt, create, and modify materials and instructional variables

Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
 Responsible Individual(s):

Findings for Final Student Teaching Evaluation
No Findings Added

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

**7.4 Facilitate instructional planning in a collaborative context**

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added
7.5 Develop individualized transition plans

Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

- **Measure:** Final Student Teaching Evaluation
  Direct - Other

  **Details/Description:**

  **Target:**

  **Implementation Plan (timeline):** Final Student Teaching Evaluation

  **Responsible Individual(s):**

  **Findings** for Final Student Teaching Evaluation

  No Findings Added

- **Measure:** Teacher Work Sample—Elementary
  Direct - Student Artifact

  **Details/Description:**

  **Target:**

  **Implementation Plan (timeline):** Student Teaching Evaluation

  **Responsible Individual(s):**

  **Findings** for Teacher Work Sample—Elementary

  No Findings Added

- **Measure:** TOTAL or Traditional Program Lesson Plans
  Direct - Portfolio

  **Details/Description:**

  **Target:**

  **Implementation Plan (timeline):** TOTAL or Traditional Program Lesson Plans

  **Responsible Individual(s):**

  **Findings** for TOTAL or Traditional Program Lesson Plans

  No Findings Added
7.6 Use technologies to support instructional planning

Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

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**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

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**Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary**

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**Details/Description:**

- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)

- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394--Math

**Responsible Individual(s):**
### Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

### 8. Assessment

#### 8.1 Use multiple types of assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

#### Measure: Final Student Teaching Evaluation

Direct - Other

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* Student Teaching End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

#### Measure: IEP Simulation

Direct - Student Artifact

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* SPED 321 Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

#### Measure: Response to Intervention Project

Direct - Student Artifact

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* SPED 200 Beginning of Program

**Responsible Individual(s):**

**Findings for Response to Intervention Project**

No Findings Added

#### Measure: Teacher Work Sample—Elementary

Direct - Student Artifact
### Details/Description:

**Target:**

- **Implementation Plan (timeline):** Student Teaching  
  End of Program
- **Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Secondary  
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| **Responsible Individual(s):** |

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**Measure:** TOTAL or Traditional Program Lesson Plans  
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  ELED 397/398—Reading  
  ELED 394—Math |
| **Responsible Individual(s):** |

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### 8.2 Use the results of assessments

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

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| **Responsible Individual(s):** |

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**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program
**Responsible Individual(s):**

**Findings** for IEP Simulation
No Findings Added

**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200
Beginning of Program
**Responsible Individual(s):**

**Findings** for Response to Intervention Project
No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program
**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary
No Findings Added

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMS 400
Middle of Program
8.3 Understand the legal policies and ethical principles of assessment

Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.

**Measure:** Final Student Teaching Evaluation

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added
**Measure:** Response to Intervention Project  
Direct - Student Artifact

Details/Description:
Target:
**Implementation Plan (timeline):** SPED 200  
Beginning of Program  
**Responsible Individual(s):**

Findings for Response to Intervention Project

No Findings Added

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

Details/Description:
Target:
**Implementation Plan (timeline):** Student Teaching  
End of Program  
**Responsible Individual(s):**

Findings for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

Details/Description:
Target:
**Implementation Plan (timeline):** CIMT 400  
Middle of Program  
**Responsible Individual(s):**

Findings for Teacher Work Sample—Secondary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

Details/Description:  
- Reading  
- Language Arts  
- Math  
- Social Studies  
Target:
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math
8.4 Understand measurement theory and the use and limitations of assessments

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
- Implementation Plan (timeline): Student Teaching End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 321 Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 200 Beginning of Program

**Responsible Individual(s):**

**Findings for Response to Intervention Project**

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
Target:

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

---

Findings for Teacher Work Sample—Elementary

No Findings Added

---

**Measure:** Teacher Work Sample—Secondary

Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

---

Findings for Teacher Work Sample—Secondary

No Findings Added

---

**Measure:** TOTAL or Traditional Program Lesson Plans

Direct - Portfolio

**Details/Description:** 

- Reading  
- Language Arts  
- Math  
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

---

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

---

8.5 Collaborate with families and colleagues

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

---

**Measure:** Final Student Teaching Evaluation

Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

---

Findings for Final Student Teaching Evaluation
No Findings Added

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program
**Responsible Individual(s):**

**Findings for IEP Simulation**
No Findings Added

**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200
Beginning of Program
**Responsible Individual(s):**

**Findings for Response to Intervention Project**
No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program
**Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary**
No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400
Middle of Program
**Responsible Individual(s):**
### Findings for Teacher Work Sample—Secondary

No Findings Added

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**Details/Description:** • Reading  
  • Language Arts  
  • Math  
  • Social Studies  

**Target:**  
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
  - ELED 392—Social Studies  
  - ELED 397/398—Reading  
  - ELED 394—Math  

**Responsible Individual(s):**

### Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

### 8.6 Conduct formal and informal assessments

**8.6 Conduct formal and informal assessments**  
Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.

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<tr>
<td>Direct - Other</td>
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**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** Student Teaching  
End of Program  

**Responsible Individual(s):**

### Findings for Final Student Teaching Evaluation

No Findings Added

### Measure: IEP Simulation

**Measure: IEP Simulation**  
Direct - Student Artifact  

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 321  
Middle of Program  

**Responsible Individual(s):**

### Findings for IEP Simulation

No Findings Added
**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200  
Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

*No Findings Added*

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMIT 400  
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  
- Reading  
  - Language Arts  
  - Math  
  - Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math
### 8.7 Identify supports and adaptations

Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

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<td>Direct - Other</td>
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#### Details/Description:

- **Target:**
  - Implementation Plan (timeline): Student Teaching
  - End of Program

- **Responsible Individual(s):**

#### Findings for Final Student Teaching Evaluation

No Findings Added

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#### Details/Description:

- **Target:**
  - Implementation Plan (timeline): SPED 321
  - Middle of Program

- **Responsible Individual(s):**

#### Findings for IEP Simulation

No Findings Added

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#### Details/Description:

- **Target:**
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  - Beginning of Program

- **Responsible Individual(s):**

#### Findings for Response to Intervention Project

No Findings Added

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#### Details/Description:
Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Elementary

No Findings Added

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:

Target:

Implementation Plan (timeline): CIMT 400
Middle of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Secondary

No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies

Target:

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

8.8 Regularly monitor progress
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation
No Findings Added

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321  
Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200  
Beginning of Program

**Responsible Individual(s):**

**Findings for Response to Intervention Project**

No Findings Added

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary**

No Findings Added

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CMT 400  
Middle of Program

**Responsible Individual(s):**
Findings for Teacher Work Sample—Secondary

No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

8.9 Use appropriate technologies
Special educators use appropriate technologies to support their assessments.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added

Measure: IEP Simulation
Direct - Student Artifact

Details/Description:

Target:
Implementation Plan (timeline): SPED 321
Middle of Program

Responsible Individual(s):

Findings for IEP Simulation

No Findings Added
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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200
Beginning of Program
**Responsible Individual(s):**

**Findings** for Response to Intervention Project

*No Findings Added*

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program
**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400
Middle of Program
**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

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**Details/Description:**
- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394—Math
9. Professional and ethical practice

9.1 Guided by ethical and professional practice standards

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

Measure: Final Student Teaching Evaluation

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added

9.2 Engage in professional activities and learning communities

Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth.

Measure: Final Student Teaching Evaluation

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added
No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description:
• Reading
• Language Arts
• Math
• Social Studies

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans
No Findings Added

9.3 Engage in lifelong learning
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation
No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description:
• Reading
• Language Arts
• Math
• Social Studies

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans
No Findings Added
9.4 Sensitive to the aspects of diversity
Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.

**Measure:** Final Student Teaching Evaluation
**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

9.5 Engage in activities that foster professional growth
Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

**Measure:** Final Student Teaching Evaluation
**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
**Details/Description:**

- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added
**9.6 Know and practice within their limits**

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

---

**10. Collaboration**

**10.1 Routinely and effectively collaborate with others**

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394--Math

**Responsible Individual(s):**

**Findings for TOTAL or Traditional Program Lesson Plans**

No Findings Added

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**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394--Math

**Responsible Individual(s):**
ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

*No Findings Added*

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**

**Target:**

Implementation Plan (timeline): SPED 321  
Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

*No Findings Added*

10.2 Advocate the learning and well being of individuals with ELN

Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

Implementation Plan (timeline): Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

*No Findings Added*

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**

**Target:**

Implementation Plan (timeline): SPED 321  
Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

*No Findings Added*

10.3 Act as a resource to colleagues

Special educators are viewed as specialists by a
myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program
**Responsible Individual(s):**

---

**Measure:** IEP Simulation Direct - Student Artifact

---

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321 Middle of Program
**Responsible Individual(s):**

---

**Measure:** Final Student Teaching Evaluation Direct - Other

---

10.4 Use collaboration to facilitate transitions
Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

---

**Measure:** Final Student Teaching Evaluation Direct - Other

---

**Measure:** IEP Simulation Direct - Student Artifact

---

**Measure:** IEP Simulation Direct - Student Artifact

---

No Findings Added
### Overall Recommendations

*No text specified*

### Overall Reflection

*No text specified*

### Action Plan

### Status Report
# 2014-2015 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

**REPLACED- BA/BS in Special Education Outcome Set**

### 1. Foundations

| 1.1 Understand the field as an evolving and changing discipline | **Measure:** Content Area Examination  
Direct - Exam |
|---|---|
| **Details/Description:** | **Target:**  
**Implementation Plan (timeline):** SPED 102  
SPED 226  
Beginning of the program  
**Responsible Individual(s):** |
| **Measure:** IEP Simulation  
Direct - Student Artifact |
| **Details/Description:** | **Target:**  
**Implementation Plan (timeline):** SPED 321  
Middle of Program  
**Responsible Individual(s):** |
| **Measure:** Praxis II  
Direct - Exam |
| **Details/Description:** | **Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):** |

### 1.2 Understand how these influence professional practice

| **Measure:** Content Area Examination  
Direct - Exam |
|---|---|
| **Details/Description:** | **Target:**  
**Implementation Plan (timeline):** SPED 102  
SPED 226  
Beginning of the program  
**Responsible Individual(s):** |
### 1.3 Understand the impact of issues of diversity

Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

**Measure:** Content Area Examination  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 102  
SPED 226  
Beginning of the program  
**Responsible Individual(s):**

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 321  
Middle of Program  
**Responsible Individual(s):**

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**

---

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 321  
Middle of Program  
**Responsible Individual(s):**

---

**Measure:** Praxis II  
Direct - Exam

**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):**
1.4 Understand the relationships of organizations of special education to the school

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies.

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program
**Responsible Individual(s):**

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**Details/Description:**
**Target:**
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Middle of Program
**Responsible Individual(s):**

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

1.5 Construct personal understandings and philosophies

Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program
**Responsible Individual(s):**

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**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program
**Responsible Individual(s):**

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## Details/Description:

### Target:

### Implementation Plan (timeline):

**End of Program**

**Responsible Individual(s):**

## 2. Development and characteristics of learners

### 2.1 Know and demonstrate respect

Special educators know and demonstrate respect for their students first as unique human beings.

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### Details/Description:

**Target:**

**Implementation Plan (timeline):**

- **SPED 102**
- **SPED 226**

Beginning of the program

**Responsible Individual(s):**

### Measure: Final Student Teaching Evaluation

**Direct - Other**

### Details/Description:

**Target:**

**Implementation Plan (timeline):**

- **Student Teaching**
- **End of Program**

**Responsible Individual(s):**

### Measure: IEP Simulation

**Direct - Student Artifact**

### Details/Description:

**Target:**

**Implementation Plan (timeline):**

- **SPED 321**
- **Middle of Program**

**Responsible Individual(s):**

### Measure: Praxis II

**Direct - Exam**

### Details/Description:

**Target:**

**Implementation Plan (timeline):**

- **End of Program**

**Responsible Individual(s):**

### Measure: Response to Intervention Project

**Direct - Student Artifact**

### Details/Description:
### 2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

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<td><strong>Implementation Plan (timeline):</strong></td>
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<td><strong>Responsible Individual(s):</strong></td>
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### 2.3 Understand how exceptional conditions can interact with development

**Measure:** Content Area Examination  
Direct - Exam

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| Implementation Plan (timeline): SPED 102  
SPED 226  
Beginning of the program |
| **Responsible Individual(s):** |

**Measure:** Final Student Teaching Evaluation  
Direct - Other

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| Implementation Plan (timeline): Student Teaching  
End of Program |
| **Responsible Individual(s):** |

**Measure:** IEP Simulation  
Direct - Student Artifact

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| Implementation Plan (timeline): SPED 321  
Middle of Program |
| **Responsible Individual(s):** |

**Measure:** Praxis II  
Direct - Exam

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**Measure:** Response to Intervention Project  
Direct - Student Artifact

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| Implementation Plan (timeline): SPED 200  
Beginning of Program |
| **Responsible Individual(s):** |

### 2.4 Understand the impact of ELN

**Measure:** Content Area Examination  
Direct - Exam
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

### Details/Description:
**Target:**
- Implementation Plan (timeline): SPED 102
- SPED 226
- Beginning of the program

**Responsible Individual(s):**

#### Measure: Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
- Implementation Plan (timeline): Student Teaching
- End of Program

**Responsible Individual(s):**

#### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:**
**Target:**
- Implementation Plan (timeline): SPED 321
- Middle of Program

**Responsible Individual(s):**

#### Measure: Praxis II
Direct - Exam

**Details/Description:**
**Target:**
- Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

#### Measure: Response to Intervention Project
Direct - Student Artifact

**Details/Description:**
**Target:**
- Implementation Plan (timeline): SPED 200
- Beginning of Program

**Responsible Individual(s):**

### 3. Individual learning differences

#### 3.1 Understand the effects of an exceptional condition on learning

**Measure: IEP Simulation**
Direct - Student Artifact

-
Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321 Middle of Program
**Responsible Individual(s):**

**Measure: Praxis II**
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMIT 400 Middle of Program
**Responsible Individual(s):**

**3.2 Understand the beliefs, traditions, and values that can affect relationships**
Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community.

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321 Middle of Program
**Responsible Individual(s):**

**Measure: Praxis II**
Direct - Exam

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** End of Program
**Responsible Individual(s):**

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMIT 400 Middle of Program
**Responsible Individual(s):**
3.3 Understand how backgrounds interact with exceptional conditions

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Details/Description:
Target:
Implementation Plan (timeline): SPED 321 Middle of Program
Responsible Individual(s):

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400 Middle of Program
Responsible Individual(s):

4. Instructional strategies

4.1 Possess a repertoire of evidence-based instructional strategies

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching End of Program
Responsible Individual(s):

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 200 Beginning of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact
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| **Implementation Plan (timeline):** Student Teaching  
End of Program |  |
| **Responsible Individual(s):** |  |

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

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| **Implementation Plan (timeline):** CIMT 400  
Middle of Program |  |
| **Responsible Individual(s):** |  |

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

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| **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math |  |
| **Responsible Individual(s):** |  |

**4.2 Use instructional strategies to promote positive learning results**  
Special educators select, adapt, and use these evidence-based instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

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| **Responsible Individual(s):** |  |

**Measure:** Response to Intervention Project  
Direct - Student Artifact

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| **Implementation Plan (timeline):** SPED 200  
Beginning of Program |  |
| **Responsible Individual(s):** |  |

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact
4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Details/Description:
Target:
Implementation Plan (timeline): Final Student Teaching Evaluation
End of Program
Responsible Individual(s):

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Response to Intervention Project
Beginning of Program
Responsible Individual(s):

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Teacher Work Sample—Elementary
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
## 5. Learning environments and social interactions

### 5.1 Create learning environments for individuals with ELN

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.

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### Details/Description:
**Target:**
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**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

### Details/Description:
• Reading
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**Target:**
---
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

#### 5.2 Foster environments in which diversity is valued

Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

### Measure: Final Student Teaching Evaluation
**Direct - Other**

### Details/Description:
**Target:**
---
**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary
**Direct - Student Artifact**

### Details/Description:
**Target:**
---
**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Secondary
**Direct - Student Artifact**

### Details/Description:
**Target:**
---
**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

### Details/Description:
• Reading
5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

- **Measure**: Final Student Teaching Evaluation
  - **Direct - Other**
  
  - **Details/Description**:
  
  - **Target**:
  
  - **Implementation Plan (timeline)**: Student Teaching
  
  - End of Program

- **Measure**: Teacher Work Sample—Elementary
  - **Direct - Student Artifact**
  
  - **Details/Description**:
  
  - **Target**:
  
  - **Implementation Plan (timeline)**: Student Teaching
  
  - End of Program

- **Measure**: Teacher Work Sample—Secondary
  - **Direct - Student Artifact**
  
  - **Details/Description**:
  
  - **Target**:
  
  - **Implementation Plan (timeline)**: CMT 400
  
  - Middle of Program

- **Measure**: TOTAL or Traditional Program Lesson Plans
  - **Direct - Portfolio**
  
  - **Details/Description**:
  
  - **Target**:
  
  - **Implementation Plan (timeline)**: TOTAL Semester or Traditional Program (Blocks 3 & 4)
  
  - ELED 392—Social Studies
  
  - ELED 397/398—Reading
  
  - ELED 394—Math

- ** Responsible Individual(s):**
### 5.4 Help general education colleagues

Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

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<td>Responsible Individual(s):</td>
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### 5.5 Use direct interventions

Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

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<td>Responsible Individual(s):</td>
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**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

---

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  
- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

---

5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in crisis.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

---

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

---
Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):
6. Language

6.1 Understand language development
Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program

  - **Responsible Individual(s):**

- **Measure:** Teacher Work Sample—Secondary
  - Direct - Student Artifact

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** CIMT 400 Middle of Program

  - **Responsible Individual(s):**

6.2 Use individualized strategies to enhance language development
Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN.

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program

  - **Responsible Individual(s):**

- **Measure:** Teacher Work Sample—Secondary
  - Direct - Student Artifact

  - **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** CIMT 400 Middle of Program

  - **Responsible Individual(s):**
6.3 Are familiar with technologies to support communication
Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

6.4 Provide language models and facilitate understanding
Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

7. Instructional planning

7.1 Develop long-range individualized instructional plans
Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**
Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

7.2 Develop short-range goals and objectives
Special educators systematically translate these long-range individualized plans into carefully selected short-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
7.3 Select, adapt, create, and modify materials and instructional variables

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  - **Details/Description:**
    - **Target:**
    - Implementation Plan (timeline): Student Teaching
    - End of Program

  - **Responsible Individual(s):**

- **Measure:** Teacher Work Sample—Elementary
  - Direct - Student Artifact

  - **Details/Description:**
    - **Target:**
    - Implementation Plan (timeline): Student Teaching
    - End of Program

  - **Responsible Individual(s):**

7.4 Facilitate instructional planning in a collaborative context

- **Measure:** Final Student Teaching Evaluation
  - Direct - Other

  - **Details/Description:**
    - **Target:**
    - Implementation Plan (timeline): Student Teaching
    - End of Program

  - **Responsible Individual(s):**

- **Measure:** Teacher Work Sample—Elementary
  - Direct - Student Artifact

  - **Details/Description:**
    - **Target:**
    - Implementation Plan (timeline): Student Teaching
    - End of Program
7.5 Develop individualized transition plans
Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

7.6 Use technologies to support instructional planning
Special educators are
comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**8. Assessment**

**8.1 Use multiple types of assessment**
Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
Direct - Student Artifact
8.2 Use the results of assessments

Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

**Details/Description:**

**Target:**

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394--Math

**Responsible Individual(s):**

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**

**Target:**

Implementation Plan (timeline): Student Teaching  
End of Program

**Responsible Individual(s):**

**Measure: IEP Simulation**
Direct - Student Artifact
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<tr>
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**Measure:** Response to Intervention Project  
Direct - Student Artifact

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<td><strong>Implementation Plan (timeline):</strong> SPED 200 Beginning of Program</td>
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**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

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**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

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**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

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</table>
| **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4) ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math |  |
| **Responsible Individual(s):** |  |

8.3 Understand the legal policies and ethical principles of assessment

**Measure:** Final Student Teaching Evaluation  
Direct - Other
Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200 Beginning of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CMT 400 Middle of Program

**Responsible Individual(s):**

**Measure:** TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

**Details/Description:** • Reading
• Language Arts
• Math
• Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

### 8.4 Understand measurement theory and the use and limitations of assessments

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200 Beginning of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**
8.5 Collaborate with families and colleagues
Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200 Beginning of Program

**Responsible Individual(s):**

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**
### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**
- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**
- **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
  - ELED 392—Social Studies
  - ELED 397/398—Reading
  - ELED 394—Math

**Responsible Individual(s):**

### 8.6 Conduct formal and informal assessments

Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**

**Target:**
- **Implementation Plan (timeline):** SPED 200 Beginning of Program

**Responsible Individual(s):**
**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

---

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

---

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  
• Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

---

8.7 Identify supports and adaptations

Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

---

**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321  
Middle of Program

**Responsible Individual(s):**

---
### Measure: Response to Intervention Project
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
• Language Arts
• Math
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

8.8 Regularly monitor progress
Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

### Measure: Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**
**Measure:** IEP Simulation  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321  
Middle of Program

**Responsible Individual(s):**

---

**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 200  
Beginning of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

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**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  
• Reading
  • Language Arts
  • Math
  • Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**
### 8.9 Use appropriate technologies

Special educators use appropriate technologies to support their assessments.

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9. Professional and ethical practice

9.1 Guided by ethical and professional practice standards

Measure: Final Student Teaching Evaluation  
Direct - Other

Details/Description:

Target:
Implementation Plan (timeline): Student Teaching  
End of Program

Responsible Individual(s):

9.2 Engage in professional activities and learning communities

Measure: Final Student Teaching Evaluation  
Direct - Other

Details/Description:

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

Responsible Individual(s):

Measure: TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

Details/Description:

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies

Responsible Individual(s):
9.3 Engage in lifelong learning
Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

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9.4 Sensitive to the aspects of diversity
Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

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**Measure:** TOTAL or Traditional Program Lesson Plans
**Direct - Portfolio**

**Details/Description:** • Reading
  • Language Arts
  • Math
  • Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math

**Responsible Individual(s):**
### 9.5 Engage in activities that foster professional growth

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program
**Responsible Individual(s):**

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**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math
**Responsible Individual(s):**

### 9.6 Know and practice within their limits

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program
**Responsible Individual(s):**

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**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math
**Responsible Individual(s):**

### 10. Collaboration

#### 10.1 Routinely and effectively collaborate with others

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394--Math
**Responsible Individual(s):**
and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.

10.2 Advocate the learning and well being of individuals with ELN

Special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.

10.3 Act as a resource to colleagues

Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with ELN.
**10.4 Use collaboration to facilitate transitions**

Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

**Measure:** Final Student Teaching Evaluation  
**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** Student Teaching End of Program  
**Responsible Individual(s):**

**Measure:** IEP Simulation  
**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 321 Middle of Program  
**Responsible Individual(s):**

---

### Assessment Findings

**Finding per Measure**

**REPLACED- BA/BS in Special Education Outcome Set**

#### 1. Foundations

**1.1 Understand the field as an evolving and changing discipline**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and in society.

**Measure:** Content Area Examination  
**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 102 SPED 226 Beginning of the program  
**Responsible Individual(s):**

**Findings for Content Area Examination**

*No Findings Added*

**Measure:** IEP Simulation  
**Details/Description:**  
**Target:**  
**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

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**Measure:** Praxis II

*Direct* - *Exam*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

*No Findings Added*

---

**1.2 Understand how these influence professional practice**

Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

**Measure:** Content Area Examination

*Direct* - *Exam*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 102

SPED 226

Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

*No Findings Added*

---

**Measure:** IEP Simulation

*Direct* - *Student Artifact*

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321

Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

---

**Measure:** Praxis II

*Direct* - *Exam*
1.3 Understand the impact of issues of diversity

Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**

Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings for Content Area Examination**

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**

Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

**Measure:** Praxis II
Direct - Exam

**Details/Description:**

**Target:**

Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

**Findings for Praxis II**

No Findings Added
1.4 Understand the relationships of organizations of special education to the school

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

No Findings Added

**Measure:** IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure:** Praxis II
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

No Findings Added

1.5 Construct personal understandings and philosophies

**Measure:** Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the
program

**Responsible Individual(s):**

**Findings** for Content Area Examination

*No Findings Added*

---

### Measure: IEP Simulation

**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

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### Measure: Praxis II

**Direct - Exam**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

*No Findings Added*

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### 2. Development and characteristics of learners

#### 2.1 Know and demonstrate respect

Special educators know and demonstrate respect for their students first as unique human beings.

---

### Measure: Content Area Examination

**Direct - Exam**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

*No Findings Added*
### Measure: Final Student Teaching Evaluation
Direct - Other

#### Details/Description:
- **Target:**
  - Implementation Plan (timeline): Student Teaching End of Program
  - Responsible Individual(s): 

#### Findings for Final Student Teaching Evaluation
- No Findings Added

### Measure: IEP Simulation
Direct - Student Artifact

#### Details/Description:
- **Target:**
  - Implementation Plan (timeline): SPED 321 Middle of Program
  - Responsible Individual(s): 

#### Findings for IEP Simulation
- No Findings Added

### Measure: Praxis II
Direct - Exam

#### Details/Description:
- **Target:**
  - Implementation Plan (timeline): End of Program
  - Responsible Individual(s): 

#### Findings for Praxis II
- No Findings Added

### Measure: Response to Intervention Project
Direct - Student Artifact

#### Details/Description:
- **Target:**
  - Implementation Plan (timeline): SPED 200 Beginning of Program
  - Responsible Individual(s): 

#### Findings for Response to Intervention Project

No Findings Added

### 2.2 Understand similarities and differences in human development

Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN).

#### Measure: Content Area Examination
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 102
SPED 226
Beginning of the program

**Responsible Individual(s):**

**Findings for Content Area Examination**

No Findings Added

#### Measure: Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

#### Measure: IEP Simulation
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

#### Measure: Praxis II
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program
### Responsible Individual(s):

**Findings** for Praxis II

*No Findings Added*

### Measure: Response to Intervention Project

**Direct - Student Artifact**

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* SPED 200

Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

*No Findings Added*

### 2.3 Understand how exceptional conditions can interact with development

Special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individuals with ELN.

### Measure: Content Area Examination

**Direct - Exam**

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* SPED 102

SPED 226

Beginning of the program

**Responsible Individual(s):**

**Findings** for Content Area Examination

*No Findings Added*

### Measure: Final Student Teaching Evaluation

**Direct - Other**

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* Student Teaching

End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

### Measure: IEP Simulation

**Direct - Student Artifact**
Details/Description:
Target:
Implementation Plan (timeline): SPED 321
Middle of Program
Responsible Individual(s):

Findings for IEP Simulation
No Findings Added

Measure: Praxis II
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s):

Findings for Praxis II
No Findings Added

Measure: Response to Intervention Project
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): SPED 200
Beginning of Program
Responsible Individual(s):

Findings for Response to Intervention Project
No Findings Added

2.4 Understand the impact of ELN
Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Measure: Content Area Examination
Direct - Exam

Details/Description:
Target:
Implementation Plan (timeline): SPED 102
SPED 226
Beginning of the program
Responsible Individual(s):

Findings for Content Area Examination
No Findings Added
## Measure: Final Student Teaching Evaluation

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program
  - **Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

## Measure: IEP Simulation

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 321 Middle of Program
  - **Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

## Measure: Praxis II

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** End of Program
  - **Responsible Individual(s):**

**Findings** for Praxis II

*No Findings Added*

## Measure: Response to Intervention Project

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** SPED 200 Beginning of Program
  - **Responsible Individual(s):**

**Findings** for Response to Intervention Project
### 3. Individual learning differences

#### 3.1 Understand the effects of an exceptional condition on learning

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<thead>
<tr>
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<th>Direct - Student Artifact</th>
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<td>Target:</td>
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<tr>
<td>Implementation Plan (timeline): SPED 321</td>
<td>Middle of Program</td>
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<td>Responsible Individual(s):</td>
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<tr>
<td>Findings for IEP Simulation</td>
<td></td>
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<tr>
<td>No Findings Added</td>
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</tr>
</tbody>
</table>

#### 3.2 Understand the beliefs, traditions, and values that can affect relationships

<table>
<thead>
<tr>
<th>Measure: IEP Simulation</th>
<th>Direct - Student Artifact</th>
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<td>Details/Description:</td>
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<td>Findings for IEP Simulation</td>
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<tr>
<td>No Findings Added</td>
<td></td>
</tr>
</tbody>
</table>
### Implementation Plan (timeline): SPED 321
Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

#### Measure: Praxis II
Direct - Exam

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** End of Program

**Responsible Individual(s):**

**Findings** for Praxis II

*No Findings Added*

#### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

---

### 3.3 Understand how backgrounds interact with exceptional conditions

Special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual's academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and
4. Instructional strategies

4.1 Posses a repertoire of evidence-based instructional strategies

Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN.

Details/Description:
Target: 
Implementation Plan (timeline): End of Program 
Responsible Individual(s):

Findings for Final Student Teaching Evaluation
No Findings Added
#### Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

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#### Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

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#### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**

- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)

- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394--Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

*No Findings Added*

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4.2 Use instructional strategies to promote positive learning results

Special educators select, adapt, and use these evidence-based strategies.
Instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

**Implementation Plan (Timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (Timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

**Findings for Response to Intervention Project**

No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (Timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings for Teacher Work Sample—Elementary**

No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (Timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings for Teacher Work Sample—Secondary**

No Findings Added

**Measure: TOTAL or Traditional Program Lesson Plans**
Direct - Portfolio
**Details/Description:**  • Reading
• Language Arts
• Math
• Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

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No Findings Added

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### 4.3 Enhance the development of knowledge and skills

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

---

No Findings Added

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**Measure:** Response to Intervention Project
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

---

No Findings Added

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**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**
5. Learning environments and social interactions

5.1 Create learning environments for individuals with ELN

Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN.

**Measure:** Final Student Teaching Evaluation

Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*
Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Elementary

No Findings Added

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:

Target:

Implementation Plan (timeline): CMT 400
Middle of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Secondary

No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies

Target:

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

5.2 Foster environments in which diversity is valued
Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

Details/Description:

Target:

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

Details/Description:

Target:

**Implementation Plan (timeline):** CIMT 400  
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

Details/Description:  
• Reading  
• Language Arts  
• Math  
• Social Studies

Target:

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

*No Findings Added*
5.3 Shape the environment to encourage independence

Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN.

- **Measure**: Final Student Teaching Evaluation
  - Direct - Other

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching
    - End of Program
  - **Responsible Individual(s):**

  **Findings** for Final Student Teaching Evaluation

  *No Findings Added*

- **Measure**: Teacher Work Sample—Elementary
  - Direct - Student Artifact

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching
    - End of Program
  - **Responsible Individual(s):**

  **Findings** for Teacher Work Sample—Elementary

  *No Findings Added*

- **Measure**: Teacher Work Sample—Secondary
  - Direct - Student Artifact

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** CMT 400
    - Middle of Program
  - **Responsible Individual(s):**

  **Findings** for Teacher Work Sample—Secondary

  *No Findings Added*

- **Measure**: TOTAL or Traditional Program Lesson Plans
  - Direct - Portfolio

  **Details/Description:** • Reading
  - Language Arts
  - Math
  - Social Studies

  **Target:**
  - **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
    - ELED 392—Social Studies
    - ELED 397/398—Reading
    - ELED 394--Math
5.4 Help general education colleagues
Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions.

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**

**Target:**
Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation
No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary
No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**

**Target:**
Implementation Plan (timeline): CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary
No Findings Added

**Measure: TOTAL or Traditional Program Lesson Plans**
Direct - Portfolio

**Details/Description:**

Reading
5.5 Use direct interventions
Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations.

**Measure:** Final Student Teaching Evaluation
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary
No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
• Language Arts
• Math
• Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

5.6 Safely intervene in crisis

When necessary, special educators can safely intervene with individuals with ELN in crisis.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

**Details/Description:**
Target:

**Implementation Plan (timeline):** CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
  • Language Arts
  • Math
  • Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

### 5.7 Provide guidance and direction to paraeducators

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary
### No Findings Added

| **Measure:** | Teacher Work Sample—Secondary  
| Direct - Student Artifact |

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** CIMT 400—Middle of Program
  - **Responsible Individual(s):**
  - **Findings** for Teacher Work Sample—Secondary

### No Findings Added

| **Measure:** | TOTAL or Traditional Program Lesson Plans  
| Direct - Portfolio |

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
  - ELED 392—Social Studies  
  - ELED 397/398—Reading  
  - ELED 394—Math
  - **Responsible Individual(s):**
  - **Findings** for TOTAL or Traditional Program Lesson Plans

### 6. Language

#### 6.1 Understand language development

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language.

| **Measure:** | Final Student Teaching Evaluation  
| Direct - Other |

**Details/Description:**
- **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program
  - **Responsible Individual(s):**
  - **Findings** for Final Student Teaching Evaluation

### No Findings Added

| **Measure:** | Teacher Work Sample—Secondary  
| Direct - Student Artifact |
6.2 Use individualized strategies to enhance language development

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400 Middle of Program
Responsible Individual(s):

Findings for Teacher Work Sample—Secondary

No Findings Added

Measure: Final Student Teaching Evaluation
Direct - Other

6.3 Are familiar with technologies to support communication

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400 Middle of Program
Responsible Individual(s):

Findings for Teacher Work Sample—Secondary

No Findings Added
6.4 Provide language models and facilitate understanding

Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program
**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

7. Instructional planning

7.1 Develop long-range individualized instructional plans

Individualized decision-making and instruction is at the center of special education practice. Special

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
• Language Arts
• Math
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

**7.2 Develop short-range goals and objectives**

Special educators systematically translate these long-range individualized plans into carefully selected short-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added
Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Elementary

No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies

Target:

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added

Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:

Target:
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:** • Reading
  • Language Arts
  • Math
  • Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

7.4 Facilitate instructional planning in a collaborative context

Special educators facilitate instructional planning in a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure:** Teacher Work Sample—Elementary
Direct - Student Artifact

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added
7.5 Develop individualized transition plans

Special educators develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

▼ Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description:
• Reading
  • Language Arts
  • Math
  • Social Studies

Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans

No Findings Added

▼ Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Final Student Teaching Evaluation

No Findings Added

▼ Measure: Teacher Work Sample—Elementary
Direct - Student Artifact

Details/Description:

Target:
Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

Findings for Teacher Work Sample—Elementary

No Findings Added

▼ Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description:
• Reading
  • Language Arts
  • Math
7.6 Use technologies to support instructional planning

Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

| Measure: Final Student Teaching Evaluation |
| Direct - Other |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching |
| End of Program |
| Responsible Individual(s): |
| Findings for Final Student Teaching Evaluation |
| No Findings Added |

| Measure: Teacher Work Sample—Elementary |
| Direct - Student Artifact |
| Details/Description: |
| Target: |
| Implementation Plan (timeline): Student Teaching |
| End of Program |
| Responsible Individual(s): |
| Findings for Teacher Work Sample—Elementary |
| No Findings Added |

| Measure: TOTAL or Traditional Program Lesson Plans |
| Direct - Portfolio |
| Details/Description: • Reading |
| • Language Arts |
| • Math |
| • Social Studies |
| Target: |
| Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4) |
| ELED 392—Social Studies |
| ELED 397/398—Reading |
| ELED 394—Math |
| Responsible Individual(s): |
## 8. Assessment

### 8.1 Use multiple types of assessment

Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions.

**Measure:** Final Student Teaching Evaluation  
**Direct - Other**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching End of Program  
**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

No Findings Added

**Measure:** IEP Simulation  
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321 Middle of Program  
**Responsible Individual(s):**

**Findings for IEP Simulation**

No Findings Added

**Measure:** Response to Intervention Project  
**Direct - Student Artifact**

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 200 Beginning of Program  
**Responsible Individual(s):**

**Findings for Response to Intervention Project**

No Findings Added

**Measure:** Teacher Work Sample—Elementary  
**Direct - Student Artifact**
Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Findings for Teacher Work Sample—Elementary
No Findings Added

Measure: Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:
Target:
Implementation Plan (timeline): CIMT 400
Middle of Program
Responsible Individual(s):

Findings for Teacher Work Sample—Secondary
No Findings Added

Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies
Target:
Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
Responsible Individual(s):

Findings for TOTAL or Traditional Program Lesson Plans
No Findings Added

8.2 Use the results of assessments
Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress.

Measure: Final Student Teaching Evaluation
Direct - Other

Details/Description:
Target:
Implementation Plan (timeline): Student Teaching
End of Program
Responsible Individual(s):

Findings for Final Student Teaching Evaluation
No Findings Added

**Measure: IEP Simulation**
Direct - Student Artifact

Details/Description:

Target:
**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

Findings for IEP Simulation

No Findings Added

**Measure: Response to Intervention Project**
Direct - Student Artifact

Details/Description:

Target:
**Implementation Plan (timeline):** SPED 200
Beginning of Program

**Responsible Individual(s):**

Findings for Response to Intervention Project

No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

Details/Description:

Target:
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

Findings for Teacher Work Sample—Elementary

No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

Details/Description:

Target:
**Implementation Plan (timeline):** CIMT 400
Middle of Program
8.3 Understand the legal policies and ethical principles of assessment

Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds.
**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* SPED 200
Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

*No Findings Added*

---

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

*No Findings Added*

---

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**

**Target:**

*Implementation Plan (timeline):* CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

*No Findings Added*

---

**Measure: TOTAL or Traditional Program Lesson Plans**
Direct - Portfolio

**Details/Description:**

- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**

*Implementation Plan (timeline):* TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
8.4 Understand measurement theory and the use and limitations of assessments

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

**Measure: Final Student Teaching Evaluation**
Direct - Other

**Details/Description:**
**Target:**
- Implementation Plan (timeline): Student Teaching
  - End of Program
**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

**Measure: IEP Simulation**
Direct - Student Artifact

**Details/Description:**
**Target:**
- Implementation Plan (timeline): SPED 321
  - Middle of Program
**Responsible Individual(s):**

**Findings** for IEP Simulation

No Findings Added

**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**
**Target:**
- Implementation Plan (timeline): SPED 200
  - Beginning of Program
**Responsible Individual(s):**

**Findings** for Response to Intervention Project

No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**
Target:

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

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**Measure:** Teacher Work Sample—Secondary

Direct - Student Artifact

**Details/Description:**

Target:

**Implementation Plan (timeline):** CIMT 400 Middle of Program

**Responsible Individual(s):**

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<tr>
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**Measure:** TOTAL or Traditional Program Lesson Plans

Direct - Portfolio

**Details/Description:**  
- Reading
- Language Arts
- Math
- Social Studies

Target:

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

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<th>Findings for TOTAL or Traditional Program Lesson Plans</th>
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<tr>
<td>No Findings Added</td>
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</table>

**8.5 Collaborate with families and colleagues**

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

**Measure:** Final Student Teaching Evaluation

Direct - Other

**Details/Description:**

Target:

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

<table>
<thead>
<tr>
<th>Findings for Final Student Teaching Evaluation</th>
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# Program Outcomes Assessment
## BA/BS in Special Education

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<th>Measure: IEP Simulation</th>
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<td><strong>Target:</strong></td>
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<td><strong>Target:</strong></td>
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<td>Implementation Plan (timeline): CIMT 400</td>
<td>Middle of Program</td>
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<tr>
<td>Responsible Individual(s):</td>
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</table>
**Findings for Teacher Work Sample—Secondary**

*No Findings Added*

**Measure: TOTAL or Traditional Program Lesson Plans**

- **Direct - Portfolio**

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

*No Findings Added*

---

**8.6 Conduct formal and informal assessments**

Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN.

**Measure: Final Student Teaching Evaluation**

- **Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

*No Findings Added*

---

**Measure: IEP Simulation**

- **Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321
Middle of Program

**Responsible Individual(s):**

*No Findings Added*
**Measure:** Response to Intervention Project  
Direct - Student Artifact

**Details/Description:**

**Target:**
- Implementation Plan (timeline): SPED 200
  - Beginning of Program
- Responsible Individual(s):

**Findings** for Response to Intervention Project

No Findings Added

---

**Measure:** Teacher Work Sample—Elementary  
Direct - Student Artifact

**Details/Description:**

**Target:**
- Implementation Plan (timeline): Student Teaching
  - End of Program
- Responsible Individual(s):

**Findings** for Teacher Work Sample—Elementary

No Findings Added

---

**Measure:** Teacher Work Sample—Secondary  
Direct - Student Artifact

**Details/Description:**

**Target:**
- Implementation Plan (timeline): CIMT 400
  - Middle of Program
- Responsible Individual(s):

**Findings** for Teacher Work Sample—Secondary

No Findings Added

---

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**

- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**
- Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
  - ELED 392—Social Studies
  - ELED 397/398—Reading
  - ELED 394—Math
8.7 Identify supports and adaptations

Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs.

- **Measure:** Final Student Teaching Evaluation
  - **Direct:** Other
  
  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** Student Teaching End of Program
  - **Responsible Individual(s):**

  **Findings** for Final Student Teaching Evaluation

  No Findings Added

- **Measure:** IEP Simulation
  - **Direct:** Student Artifact

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** SPED 321 Middle of Program

  **Findings** for IEP Simulation

  No Findings Added

- **Measure:** Response to Intervention Project
  - **Direct:** Student Artifact

  **Details/Description:**
  - **Target:**
  - **Implementation Plan (timeline):** SPED 200 Beginning of Program

  **Findings** for Response to Intervention Project

  No Findings Added

- **Measure:** Teacher Work Sample—Elementary
  - **Direct:** Student Artifact

  **Details/Description:**
Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure:** Teacher Work Sample—Secondary
Direct - Student Artifact

Details/Description:

Target:

Implementation Plan (timeline): CIMT 400
Middle of Program

Responsible Individual(s):

**Findings** for Teacher Work Sample—Secondary

No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

Details/Description: • Reading
• Language Arts
• Math
• Social Studies

Target:

Implementation Plan (timeline): TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

Responsible Individual(s):

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

8.8 Regularly monitor progress

Special educators regularly monitor the progress of individuals with ELN in general and special curricula.

**Measure:** Final Student Teaching Evaluation
Direct - Other

Details/Description:

Target:

Implementation Plan (timeline): Student Teaching
End of Program

Responsible Individual(s):

**Findings** for Final Student Teaching Evaluation
### Measure: IEP Simulation
#### Direct - Student Artifact

**Details/Description:**
**Target:**
- **Implementation Plan (timeline):** SPED 321
  - Middle of Program
- **Responsible Individual(s):**

#### Findings for IEP Simulation

No Findings Added

### Measure: Response to Intervention Project
#### Direct - Student Artifact

**Details/Description:**
**Target:**
- **Implementation Plan (timeline):** SPED 200
  - Beginning of Program
- **Responsible Individual(s):**

#### Findings for Response to Intervention Project

No Findings Added

### Measure: Teacher Work Sample—Elementary
#### Direct - Student Artifact

**Details/Description:**
**Target:**
- **Implementation Plan (timeline):** Student Teaching
  - End of Program
- **Responsible Individual(s):**

#### Findings for Teacher Work Sample—Elementary

No Findings Added

### Measure: Teacher Work Sample—Secondary
#### Direct - Student Artifact

**Details/Description:**
**Target:**
- **Implementation Plan (timeline):** CIMT 400
  - Middle of Program
- **Responsible Individual(s):**
### Findings for Teacher Work Sample—Secondary

No Findings Added

### Measure: TOTAL or Traditional Program Lesson Plans

**Direct - Portfolio**

**Details/Description:**
- Reading
- Language Arts
- Math
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
- ELED 392—Social Studies
- ELED 397/398—Reading
- ELED 394—Math

**Responsible Individual(s):**

No Findings Added

### 8.9 Use appropriate technologies

Special educators use appropriate technologies to support their assessments.

### Measure: Final Student Teaching Evaluation

**Direct - Other**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

No Findings Added

### Measure: IEP Simulation

**Direct - Student Artifact**

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

No Findings Added
**Measure: Response to Intervention Project**
Direct - Student Artifact

**Details/Description:**

**Target:**
*Implementation Plan (timeline):* SPED 200
Beginning of Program

**Responsible Individual(s):**

**Findings** for Response to Intervention Project

No Findings Added

**Measure: Teacher Work Sample—Elementary**
Direct - Student Artifact

**Details/Description:**

**Target:**
*Implementation Plan (timeline):* Student Teaching
End of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Elementary

No Findings Added

**Measure: Teacher Work Sample—Secondary**
Direct - Student Artifact

**Details/Description:**

**Target:**
*Implementation Plan (timeline):* CIMT 400
Middle of Program

**Responsible Individual(s):**

**Findings** for Teacher Work Sample—Secondary

No Findings Added

**Measure: TOTAL or Traditional Program Lesson Plans**
Direct - Portfolio

**Details/Description:**

- Reading
  - Language Arts
  - Math
  - Social Studies

**Target:**
*Implementation Plan (timeline):* TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math
### 9. Professional and ethical practice

#### 9.1 Guided by ethical and professional practice standards

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**  
Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**

*No Findings Added*

---

#### Measure: TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:**  
- Reading  
- Language Arts  
- Math  
- Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

**Findings for TOTAL or Traditional Program Lesson Plans**

*No Findings Added*

---

#### 9.2 Engage in professional activities and learning communities

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings for Final Student Teaching Evaluation**
No Findings Added

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:** • Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added

---

**9.3 Engage in lifelong learning**

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

**Measure:** Final Student Teaching Evaluation  
Direct - Other

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching  
End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

No Findings Added

---

**Measure:** TOTAL or Traditional Program Lesson Plans  
Direct - Portfolio

**Details/Description:** • Reading  
• Language Arts  
• Math  
• Social Studies

**Target:**

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)  
ELED 392—Social Studies  
ELED 397/398—Reading  
ELED 394—Math

**Responsible Individual(s):**

**Findings** for TOTAL or Traditional Program Lesson Plans

No Findings Added
### 9.4 Sensitive to the aspects of diversity

Special educators are aware of how their own and others' attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families.

| **Measure:** Final Student Teaching Evaluation |
| Direct - Other |
| **Details/Description:** |
| **Target:** |
| **Implementation Plan (timeline):** Student Teaching<br>End of Program |
| **Responsible Individual(s):** |

**Findings for Final Student Teaching Evaluation**

*No Findings Added*

| **Measure:** TOTAL or Traditional Program Lesson Plans |
| Direct - Portfolio |
| **Details/Description:** • Reading<br>• Language Arts<br>• Math<br>• Social Studies |
| **Target:** |
| **Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)<br>ELED 392—Social Studies<br>ELED 397/398—Reading<br>ELED 394—Math |
| **Responsible Individual(s):** |

**Findings for TOTAL or Traditional Program Lesson Plans**

*No Findings Added*

### 9.5 Engage in activities that foster professional growth

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

| **Measure:** Final Student Teaching Evaluation |
| Direct - Other |
| **Details/Description:** |
| **Target:** |
| **Implementation Plan (timeline):** Student Teaching<br>End of Program |
| **Responsible Individual(s):** |

**Findings for Final Student Teaching Evaluation**

*No Findings Added*

| **Measure:** TOTAL or Traditional Program Lesson Plans |
| Direct - Portfolio |
| **Details/Description:** • Reading<br>• Language Arts<br>• Math<br>• Social Studies |

**Findings for TOTAL or Traditional Program Lesson Plans**

*No Findings Added*
# Target:

**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

---

## Findings for TOTAL or Traditional Program Lesson Plans

*No Findings Added*

---

### 9.6 Know and practice within their limits

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

---

## Findings for Final Student Teaching Evaluation

*No Findings Added*

---

### Measure: TOTAL or Traditional Program Lesson Plans
Direct - Portfolio

**Details/Description:**

- Reading
- Language Arts
- Math
- Social Studies

**Target:**
**Implementation Plan (timeline):** TOTAL Semester or Traditional Program (Blocks 3 & 4)
ELED 392—Social Studies
ELED 397/398—Reading
ELED 394—Math

**Responsible Individual(s):**

---

## Findings for TOTAL or Traditional Program Lesson Plans

*No Findings Added*

---

### 10. Collaboration

#### 10.1 Routinely and effectively collaborate with others

**Measure:** Final Student Teaching Evaluation
Direct - Other

**Details/Description:**

**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

---

### Measure: Total or Traditional Program Lesson Plans
Direct - Portfolio
ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling.

### Responsible Individual(s):

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

---

### Measure: IEP Simulation

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

---

#### 10.2 Advocate the learning and well being of individuals with ELN

Special educators embrace their special role as advocates for individuals with ELN. Special educators promote and advocate for the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences.

### Measure: Final Student Teaching Evaluation

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** Student Teaching End of Program

**Responsible Individual(s):**

**Findings** for Final Student Teaching Evaluation

*No Findings Added*

---

### Measure: IEP Simulation

**Details/Description:**

**Target:**

**Implementation Plan (timeline):** SPED 321 Middle of Program

**Responsible Individual(s):**

**Findings** for IEP Simulation

*No Findings Added*

---

#### 10.3 Act as a resource to colleagues

Special educators are viewed as specialists by a
myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN.

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

**Responsible Individual(s):**

---

**Measure:** IEP Simulation
Direct - Student Artifact

---

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** SPED 321
Middle of Program

---

**Measure:** Final Student Teaching Evaluation
Direct - Other

---

**Details/Description:**
**Target:**
**Implementation Plan (timeline):** Student Teaching
End of Program

---

**Measure:** IEP Simulation
Direct - Student Artifact

---
Program Outcomes Assessment
BA/BS in Special Education

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report
# 2015-2016 Assessment Cycle

## Assessment Plan

### Outcomes and Measures

#### BA/BS in Special Education Outcome Set - 2015

**1. Foundations**
Teacher candidates will demonstrate knowledge of foundations of special education and its role in P-12 education

| 1.1 Legal, regulatory, and ethical issues | **Measure:** Comprehensive Exam  
|                                         | Direct - Exam |
| Candidate will identify historical and current legal, regulatory, and ethical issues in special education. |
| **Details/Description:** Assessed in SPED 321  
| **Target:**  
| **Implementation Plan (timeline):** Middle of Program  
| **Responsible Individual(s):** Course Instructor /Assessment Coordinator |

| 1.2 Characteristics of disabilities and of learners having those disabilities | **Measure:** State Required Exam  
| | Direct - Exam |
| Candidate will identify the disabilities covered in IDEA, the characteristics of those disabilities and the characteristics of learners having those disabilities. |
| **Details/Description:** Assessed in Pearson Core Content  
| **Target:**  
| **Implementation Plan (timeline):** End of Program  
| **Responsible Individual(s):** Pearson Test Division |

| 1.2 Characteristics of disabilities and of learners having those disabilities | **Measure:** IEP—Rubric  
| Direct - Student Artifact |
| **Details/Description:** Assessed in SPED 321  
| **Target:**  
| **Implementation Plan (timeline):** Middle of Program  
| **Responsible Individual(s):** Course Instructor /Assessment Coordinator |

| 1.2 Characteristics of disabilities and of learners having those disabilities | **Measure:** Comprehensive Exam  
| Direct - Exam |
| **Details/Description:** Assessed in SPED 321  
| **Target:**  
| **Implementation Plan (timeline):** Middle of Program  
| **Responsible Individual(s):** Course Instructor /Assessment Coordinator |

| 1.2 Characteristics of disabilities and of learners having those disabilities | **Measure:** Teacher Work Sample—Rubric  
| Direct - Student Artifact |
| **Details/Description:** Assessed in SPED 321  
| **Target:**  
| **Implementation Plan (timeline):** Middle of Program  
| **Responsible Individual(s):** Course Instructor /Assessment Coordinator |
1.3 Behavioral issues and interventions
Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors.

Measure: Behavior Intervention Plan—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

2. Teaching
Candidates will demonstrate proficiency in teaching students with exceptional learning needs.

2.1 Content
Candidates will appropriately plan and teach content to students with exceptional needs.

Measure: Teacher Work Sample
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Field Observer / Assessment Coordinator

2.2 Assistive technology
Candidates will analyze current practices in assistive technology and apply the knowledge for a specific student.

Measure: Develop a Universal Design for Learning Plan—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 318
Target:
Implementation Plan (timeline): Middle of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

2.3 Impact of instruction
Candidate will investigate the impact of instruction and other factors on students’ learning.

Measure: Teacher Work Sample—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

2.4 Inclusive programs
Candidate will develop an inclusive program for a student with exceptional learning needs.

Measure: Develop a/n IEP/TIEP—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 321
2.5 Assessments
Candidate will appropriately develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs.

| **Measure**: Response to Intervention Project—Rubric |
| Direct - Student Artifact |
| Details/Description: Assessed in SPED 311 |
| **Target**: Implementation Plan (timeline): Middle of Program |
| **Responsible Individual(s)**: Course Instructor / Assessment Coordinator |

3. Professional behavior
Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional learning needs.

3.1 Collaboration with all stakeholders
Candidate will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.

| **Measure**: Develop a/n IEP/TIEP—Rubric |
| Direct - Student Artifact |
| Details/Description: Assessed in SPED 321 |
| **Target**: Implementation Plan (timeline): Middle of Program |
| **Responsible Individual(s)**: Course Instructor / Assessment Coordinator |

| **Measure**: Teacher Work Sample—Rubric |
| Direct - Student Artifact |
| Details/Description: Assessed in SPED 457 |
| **Target**: Implementation Plan (timeline): End of Program |
| **Responsible Individual(s)**: Course Instructor / Assessment Coordinator |

3.2 Collaboration with school personnel
Candidate will collaborate with other school personnel.

| **Measure**: Teacher Work Sample--Rubric |
| Direct - Student Artifact |
| Details/Description: Assessed in SPED 457 |
| **Target**: Implementation Plan (timeline): End of Program |
| **Responsible Individual(s)**: Course Instructor / Assessment Coordinator |

3.3 Reflection on practice
Candidate will reflect on their professional practice.

| **Measure**: Teacher Work Sample--Rubric |
| Direct - Student Artifact |
| Details/Description: Assessed in SPED 457 |
| **Target**: Implementation Plan (timeline): End of Program |
| **Responsible Individual(s)**: Course Instructor / Assessment Coordinator |
### Assessment Findings

#### Finding per Measure

**BA/BS in Special Education Outcome Set - 2015**

1. **Foundations**
   Teacher candidates will demonstrate knowledge of foundations of special education and its role in P-12 education

1.1 **Legal, regulatory, and ethical issues**
   Candidate will identify historical and current legal, regulatory, and ethical issues in special education.

   - **Measure:** Comprehensive Exam
     Direct - Exam

     - **Details/Description:** Assessed in SPED 321
     - **Target:** Implementation Plan (timeline): Middle of Program
     - **Responsible Individual(s):** Course Instructor /Assessment Coordinator

     **Findings** for Comprehensive Exam
     - No Findings Added

   - **Measure:** State Required Exam
     Direct - Exam

     - **Details/Description:** Assessed in Pearson Core Content
     - **Target:** Implementation Plan (timeline): End of Program
     - **Responsible Individual(s):** Pearson Test Division

     **Findings** for State Required Exam
     - No Findings Added

1.2 **Characteristics of disabilities and of learners having those disabilities**
   Candidate will identify the disabilities covered in IDEA, the characteristics of those disabilities and the characteristics of learners having those disabilities.

   - **Measure:** IEP—Rubric
     Direct - Student Artifact

     - **Details/Description:** Assessed in SPED 321
     - **Target:** Implementation Plan (timeline): Middle of Program
     - **Responsible Individual(s):** Course Instructor /Assessment Coordinator

     **Findings** for IEP—Rubric
     - No Findings Added

   - **Measure:** Comprehensive Exam
     Direct - Exam
Details/Description: Assessed in SPED 321
Target:
Implementation Plan (timeline): Middle of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Comprehensive Exam

No Findings Added

Measure: Teacher Work Sample—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Teacher Work Sample—Rubric

No Findings Added

1.3 Behavioral issues and interventions
Candidate will identify the motivation behind behavioral issues and develop interventions to address inappropriate behaviors

Measure: Behavior Intervention Plan—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 215
Target:
Implementation Plan (timeline): Middle of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Behavior Intervention Plan—Rubric

No Findings Added

2. Teaching
Candidates will demonstrate proficiency in teaching students with exceptional learning needs.

2.1 Content
Candidates will appropriately plan and teach content to students with exceptional needs.

Measure: Teacher Work Sample
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Field Observer / Assessment Coordinator

Findings for Teacher Work Sample

No Findings Added
| 2.2 Assistive technology | **Measure:** Develop a Universal Design for Learning Plan—Rubric  
Direct - Student Artifact |
|--------------------------|------------------------------------------------------------------|
| **Details/Description:** Assessed in SPED 318  
**Target:**  
**Implementation Plan (timeline):** Middle of Program  
**Responsible Individual(s):** Course Instructor / Assessment Coordinator |
| **Findings** for Develop a Universal Design for Learning Plan—Rubric  
No Findings Added |

| 2.3 Impact of instruction | **Measure:** Teacher Work Sample—Rubric  
Direct - Student Artifact |
|---------------------------|------------------------------------------------------------------|
| **Details/Description:** Assessed in SPED 457  
**Target:**  
**Implementation Plan (timeline):** End of Program  
**Responsible Individual(s):** Course Instructor / Assessment Coordinator |
| **Findings** for Teacher Work Sample—Rubric  
No Findings Added |

| 2.4 Inclusive programs | **Measure:** Develop a/n IEP/TIEP—Rubric  
Direct - Student Artifact |
|------------------------|------------------------------------------------------------------|
| **Details/Description:** Assessed in SPED 321  
**Target:**  
**Implementation Plan (timeline):** Middle of Program  
**Responsible Individual(s):** Course Instructor / Assessment Coordinator |
| **Findings** for Develop a/n IEP/TIEP—Rubric  
No Findings Added |

| 2.5 Assessments | **Measure:** Response to Intervention Project—Rubric  
Direct - Student Artifact |
|------------------|------------------------------------------------------------------|
| **Details/Description:** Assessed in SPED 311  
**Target:**  
**Implementation Plan (timeline):** Middle of Program  
**Responsible Individual(s):** Course Instructor / Assessment Coordinator |
| **Findings** for Response to Intervention Project—Rubric |

Candidate will analyze current practices in assistive technology and apply the knowledge for a specific student.

Candidate will investigate the impact of instruction and other factors on students’ learning.

Candidate will develop an inclusive program for a student with exceptional learning needs.

Candidate will develop, individualize, apply, and interpret assessments with regards to students with exceptional learning needs.
No Findings Added

3. Professional behavior
Candidates will demonstrate professional and collegial behavior with all stakeholders regarding students with exceptional learning needs.

3.1 Collaboration with all stakeholders
Candidate will collaborate with all stakeholders to provide a positive learning environment for students with exceptional learning needs.

Measure: Develop a/n IEP/TIEP—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 321
Target:
Implementation Plan (timeline): Middle of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Develop a/n IEP/TIEP—Rubric
No Findings Added

Measure: Teacher Work Sample—Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Teacher Work Sample—Rubric
No Findings Added

3.2 Collaboration with school personnel
Candidate will collaborate with other school personnel.

Measure: Teacher Work Sample--Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Teacher Work Sample--Rubric
No Findings Added

3.3 Reflection on practice
Candidate will reflect on their professional practice

Measure: Teacher Work Sample--Rubric
Direct - Student Artifact

Details/Description: Assessed in SPED 457
Target:
Implementation Plan (timeline): End of Program
Responsible Individual(s): Course Instructor / Assessment Coordinator

Findings for Teacher Work Sample--Rubric

No Findings Added

Overall Recommendations

No text specified

Overall Reflection

No text specified

Action Plan

Status Report
2016-2017 Assessment Cycle

Assessment Plan

Assessment Findings
2017-2018 Assessment Cycle

Assessment Plan

Assessment Findings
2018-2019 Assessment Cycle

Assessment Plan

Assessment Findings
2019-2020 Assessment Cycle

Assessment Plan

Assessment Findings
Appendix

A. BA/BS in Special Education Curriculum Map - 2015 (Curriculum Map)
B. SPED replaced map (Curriculum Map)
C. BS in Special Education - National Recognition - July 2011 (Adobe Acrobat Document)
E. Special Education (Microsoft Word)
F. Special Education (Adobe Acrobat Document)
# Program Field Experiences

<table>
<thead>
<tr>
<th>Course #/Title or Program Requirement</th>
<th>Purpose of Field Experience</th>
<th>Number of Required Hours in P-12 Classroom</th>
<th>Candidate Required Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 315 (Rebecca)</td>
<td>Coupled with Block III: to gain experience in inclusive special education practices in elementary or middle school classrooms. High school observation: To gain experience in inclusive special education practices at the high school level in various content areas.</td>
<td>Coupled with Block III 3 hours of observation of teaching special education at the high school level.</td>
<td>Complete a reflective journal on experiences in the elementary or middle school and high school inclusive settings. Emphasis will be on comparing/contrasting SPED 315 course concepts with actual applications in the field.</td>
</tr>
<tr>
<td>SPED 316 (Rebecca)</td>
<td>Coupled with Block IV: To gain experience in inclusive special education practices in elementary or middle school classrooms.</td>
<td>Coupled with Block III 10 hours placement in Elem/Sped resource room.</td>
<td>Emphasis will be on comparing/contrasting SPED 316 course concepts with actual applications in the field. Completion of CBA project with resource room student identified with a math disability.</td>
</tr>
</tbody>
</table>
A. Curriculum Section

Please see attached curriculum sheet and course description(s).
### BASIC STUDIES (14-26 hours)

#### WRITING (6-9 hours)

If the student’s SAT Verbal score is below 510 or ACT English score is below 20, **ENG 101 AND ENG 105 must be completed**:

- **ENG 101** Freshman Writing I
- **ENG 105** Freshman Writing II

If the student’s SAT Verbal score is 510 or above, or ACT English score is 20 or above, choose **ONE** of: **ENG 107, ENG 108, OR ENG 130**

- **ENG 107** Rhetoric and Writing
- **ENG 108** Writing about Literature and Culture (Honors Program)
- **ENG 130** Literature and Composition

**AND**

- **ENG 305** Adv. Expository Writing

**ENG 305** is required of ALL students after completing 48 credit hours.

#### SPEECH COMMUNICATION (3 hours)

- **COMM 302** Speech for the Teacher

A grade of “C” or better is required in this course.

To be taken instead of **COMM 101**.

#### QUANTITATIVE LITERACY (0-3 hours)

- **MATH 102** Quantitative Literacy

Students with SAT Math scores <430 or ACT Math <17 are required to successfully complete MATH 011 prior to enrolling in MATH 102.

Students maybe exempt by scoring 21 or higher on QLET.

#### FOREIGN LANGUAGE (0-6 hours)

- **FL 101** Elementary (FL)
- **FL 102** Intermediate (FL)

**Foreign Language Offerings:**
- French, German, Latin, Portuguese, Russian, Spanish, or Greek

Students may be exempt from the Foreign Language requirement by completing at least 2 years of one foreign language in high school with an average grade of “C” or better.

#### INFORMATION TECHNOLOGY (3 hours)

- **ELED 272** Intro to Classroom Computer Use

Must be taken within first 32 hours of coursework at ISU.

A grade of “C” or better is required in this course.

#### PHYSICAL EDUCATION (2 hours)

- **PE 348** Methods of Teaching PE in Elementary School (2 hrs)

A grade of “C” or better is required in this course.

To be taken instead of **PE 101**.

To ensure compliance with General Education requirements, students are encouraged to refer to their Undergraduate Catalog or consult with their academic advisor to ensure appropriate courses are taken.

#### LIBERAL STUDIES (28-32 hours)

**SCIENTIFIC AND MATH STUDIES [SMS]** (7 hours)

Hours Completed
### Special Education UG 2006-2009

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 112/112L</td>
<td>Human Aspects of Biology</td>
<td></td>
</tr>
<tr>
<td>CHEM 100/100L</td>
<td>Survey of Chemistry</td>
<td></td>
</tr>
<tr>
<td>GEOG 111/111L</td>
<td>The Physical Environment</td>
<td></td>
</tr>
<tr>
<td>GEOL 160/160L</td>
<td>Intro to Earth &amp; Sky</td>
<td></td>
</tr>
<tr>
<td>PHYS 101/101L</td>
<td>Intro to Physical Sciences</td>
<td></td>
</tr>
</tbody>
</table>

**AND**

Select either a second SMS:F course or a SMF:E course.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 100</td>
<td>Individuals, Society, and Justice</td>
<td></td>
</tr>
<tr>
<td>ECON 100</td>
<td>Basic Economics</td>
<td></td>
</tr>
<tr>
<td>PHIL 201</td>
<td>Ethics and the Good Life</td>
<td></td>
</tr>
<tr>
<td>PSCI 130</td>
<td>Intro. to Political Science</td>
<td></td>
</tr>
<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Foundations of Social Life</td>
<td></td>
</tr>
</tbody>
</table>

**AND**

### SOCIAL AND BEHAVIORAL STUDIES [SBS] (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 100</td>
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<tr>
<td>PSCI 130</td>
<td>Intro. to Political Science</td>
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<tr>
<td>PSY 101</td>
<td>General Psychology</td>
<td></td>
</tr>
<tr>
<td>SOC 100</td>
<td>Foundations of Social Life</td>
<td></td>
</tr>
</tbody>
</table>

**AND**

### LITERARY, ARTISTIC, and PHILOSOPHICAL STUDIES [LAPS] (6 – 10 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPS:LL</td>
<td>Literature &amp; Life/Public Life</td>
<td></td>
</tr>
</tbody>
</table>

And choose **ONE** of the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAPS:E</td>
<td>Art/Art History Course</td>
<td></td>
</tr>
<tr>
<td>ARTE 390</td>
<td>Visual Arts in Elementary Schools</td>
<td></td>
</tr>
</tbody>
</table>

**OR**

If ARTE 390 is taken, another approved LAPS:E course must be taken (COMM 266 recommended).

### HISTORICAL STUDIES [HS] (3 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 201</td>
<td>The United States to 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 202</td>
<td>The United States since 1865</td>
<td></td>
</tr>
</tbody>
</table>

A grade of “C” or better is required in Historical Studies.

### MULTICULTURAL STUDIES [MCS] (6 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EPSY 341</td>
<td>Education in a Multicultural Society</td>
<td></td>
</tr>
</tbody>
</table>

A grade of “C” or better is required this course.
### ADDITIONAL SUBJECT MATTER (30 hours)

* A grade of "C" or better is required in each course

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>SPED 102 Intro to Special Education</td>
<td></td>
</tr>
<tr>
<td>ELED 335 Early Childhood: Teaching &amp; Learning in Kindergarten</td>
<td>Prerequisite: Admission into the BCP Program</td>
</tr>
<tr>
<td>ENG 235 Major World Authors</td>
<td></td>
</tr>
<tr>
<td>COMM 266 Oral Interpretation of Children’s Literature</td>
<td></td>
</tr>
<tr>
<td>HLTH 327 School Health Services</td>
<td></td>
</tr>
<tr>
<td>MATH 205 Math for Elementary Teachers I</td>
<td></td>
</tr>
<tr>
<td>MATH 305 Math for Elementary Teachers II</td>
<td>MATH 205 and 305 must be complete prior to Block IV</td>
</tr>
<tr>
<td>MUS 325 Music in the Education of Children</td>
<td>Taken after 31 earned hours</td>
</tr>
</tbody>
</table>

### MAJOR/PROFESSIONAL EDUCATION (71 hours)

* A grade of "C" or better is required in each course, as well as a minimum GPA of a 2.5. The professional education component in special/elementary education consists of a sequential pattern of coursework integrated into blocks. Each subsequent block has the previous block as a prerequisite. Before enrolling into Block I, required scores on Praxis I are required. Prior to enrolling in Block III, the student must have been admitted to the Becoming a Complete Professional I.

**BLOCK I—Initial Experience (7 hours)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Completed</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 200 Students with Mild Intervention Needs</td>
<td></td>
</tr>
<tr>
<td>ELED 100&amp; Initial Experiences in Elementary Education and Lab (1 hr)</td>
<td></td>
</tr>
<tr>
<td>EPSY 202 Psychology of Childhood and Adolescent</td>
<td></td>
</tr>
</tbody>
</table>

**BLOCK II—Teaching and Learning (11 hours) Prerequisite: State-level Praxis scores**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>SPED 215 Behavior Management</td>
<td></td>
</tr>
<tr>
<td>ELED 250&amp; Teaching-Learning and Classroom Management and Lab</td>
<td></td>
</tr>
<tr>
<td>ELED 259 Measurement &amp; Evaluation in the Elementary School (2 hrs)</td>
<td></td>
</tr>
<tr>
<td>ELED 324 Emergent Literacy</td>
<td></td>
</tr>
</tbody>
</table>

**BLOCK III—Curriculum Theory and Instruction (9 hours) Prerequisite: Admission to Becoming a Complete Professional I**

<table>
<thead>
<tr>
<th>Course</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>SPED 315 Special Education Approaches—Curriculum &amp; Assessment I</td>
<td></td>
</tr>
<tr>
<td>ELED 392&amp; The Teaching of Elementary School Social Studies and Lab</td>
<td></td>
</tr>
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</table>

Special Education UG 2006-2009
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>ELED 397</td>
<td>Teaching, Developmental Reading and Other Language Arts</td>
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<tr>
<td>Tr hrs</td>
<td>Tr GPA</td>
<td>ISU GPA</td>
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</table>

**BLOCK IV—Curriculum Theory and Instruction** (12 hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Completed</th>
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<tbody>
<tr>
<td>SPED 316</td>
<td>Special Education Approaches—Curriculum &amp; Assessment II</td>
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<tr>
<td>SPED 320</td>
<td>Instructional Principles</td>
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</tr>
<tr>
<td>ELED 394&amp;</td>
<td>The Teaching of Elementary School</td>
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</tr>
<tr>
<td>394L</td>
<td>Math and Lab</td>
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</tr>
<tr>
<td>ELED 398</td>
<td>Corrective Reading in the Classroom</td>
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**SCIENCE TEACHING** (5 hours)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>SCED 393&amp;</td>
<td>Science in the Elementary School (4 hrs)</td>
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</tr>
<tr>
<td>SCED 393L</td>
<td>Science in the Elementary School Lab (1 hr)</td>
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</table>

**ALL GRADE BLOCK** (10 hours)

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>SPED 400</td>
<td>Secondary School, Community &amp; Family Interactions</td>
<td></td>
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<tr>
<td>CIMT 400</td>
<td>Teaching III</td>
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<tr>
<td>CIMT 400L</td>
<td>Teaching III Practicum (1 hr)</td>
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</tr>
<tr>
<td>CIMT 410M</td>
<td>Teaching &amp; Learning in M. School</td>
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**BLOCK V—PROFESSIONAL SEMESTER** (17 hours)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Hours Completed</th>
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</thead>
<tbody>
<tr>
<td>SPED 405</td>
<td>Supervised Student Teaching in Elementary Inclusive Setting &amp; Special Ed. Resource Setting—Mild Intervention</td>
<td></td>
</tr>
<tr>
<td>ELED 451</td>
<td>Supervised Teaching (5 hrs)</td>
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<tr>
<td>ELED 453</td>
<td>Supervised Teaching</td>
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</tr>
<tr>
<td>ELED 457</td>
<td>Seminar in Elementary Education (4 hrs)</td>
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**ADDITIONAL ELECTIVES:**

(Use additional sheet, if needed)

<table>
<thead>
<tr>
<th>Subject Area</th>
<th>Hrs Completed</th>
<th>Hrs Required</th>
<th>Hrs Remaining</th>
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<tbody>
<tr>
<td>General Education</td>
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<td>Additional Subject Matter</td>
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<tr>
<td>Major/Professional Edu</td>
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<td>71</td>
<td></td>
</tr>
</tbody>
</table>

Special Education UG 2006-2009
Minimum Total 143-161

When a student has completed this program of study with the required GPA, received a baccalaureate degree, and passed the licensure exams, ISU will recommend the student for the Initial Indiana Instructional license under Rules 2002 standards. The coverage will include special education-mild intervention at the all-grade level and regular classroom teaching in the elementary school setting.

Date/Initials:______________________________________________________
Course Description(s)

102 Introduction to Special Education—3 hours.
An introduction to special education as it is delivered in schools and society, including historical and legal foundations. Specific categories of disabilities as described in federal legislation will be introduced; discussion of the effects of diversity and the impact of various resources upon the development of the individual with special needs.

200 Students with Mild Intervention Needs—3 hours.
A description of students whom the schools are likely to identify as having mild intervention needs. For categories of exceptionality, content will include characteristics, etiology, identification procedures, procedures for educational and placement decisions, and provision of services. Field experiences will be included. To be taken concurrently with Elementary Education 100. Prerequisites: 102 and admission to BCP-I.

215 Behavior Management—3 hours.
This course teaches the direct application of the principles of behavior management in working with both individuals and groups. The use of positive applications for teaching appropriate behavior, increasing rates of academic learning, and the development of social skills is stressed. Work in selected settings is required in addition to in-class time. Concurrent with Elementary Education 250. Prerequisites: 102, 200, and admission to BCP-I.

315 Special Education Approaches—Curriculum and Assessment I—3 hours.
Descriptions of materials and approaches to development, adaptation, and individualization in language arts, social studies, and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation. To be taken concurrently with Elementary Education Block III.

316 Special Education Approaches—Curriculum and Assessment II—3 hours.
Descriptions of materials and approaches to development, adaptation, and individualization in mathematics; specific reading needs; and other school content areas for learners with mild intervention needs. Field experiences provide practice and implementation. To be taken concurrently with Elementary Education Block IV. Prerequisites: 215, BCP-I, and Elementary Education Block II.

320 Instructional Principles—3 hours.
This course describes the way schools format individual educational plans for students who have been identified as having a disability and who need special education. Individualization is described following research-based approaches. Prerequisites: 215, BCP-I, and Elementary Education Block II.

400 Secondary School, Community, and Family Interactions—3 hours.
This course addresses the interconnectedness among the secondary school, the community, and the family as program planning occurs for the school years and beyond to prepare the student with mild intervention to make the transition into adult living.

405 Supervised Student Teaching in Elementary Education Inclusive Setting and Special Education Resource Setting—Mild Intervention—5-13 hours.
This student teaching experience will be the culmination of a joint program between elementary education and special education. University students will be placed in regular elementary classroom settings that are inclusive of students who have been identified as being learners with exceptional needs needing mild intervention. Student teachers will also experience working with students in a secondary resource setting, also serving students needing mild intervention, during this semester. This course will be taken concurrently with Elementary Education 451, 453, and 457.
B. Content Standards Matrix

Special Education/Joint Licensure Standards: Exceptional Needs Content Standards

<table>
<thead>
<tr>
<th></th>
<th>SPED 102</th>
<th>SPED 200</th>
<th>SPED 215</th>
<th>SPED 315</th>
<th>SPED 316</th>
<th>SPED 320</th>
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</table>

√ = Teacher standard addressed
Performance assessment examples: 1) test, 2) paper, 3) project, 4) portfolio artifact, 5) labs, 6) lesson plan, 7) teaching, 8) other
### C. Assessment Data Section

<table>
<thead>
<tr>
<th>Element Assessed</th>
<th>Describe Assessment Activity</th>
<th>When is it Assessed</th>
<th>Title of the Assessment Instrument/Rubric (attach copies)</th>
<th>Aggregated Summary Data for last 3 years</th>
<th>Curriculum/Program/Unit Operations/modifications made based on this data</th>
<th>Content Standards Addressed by this Assessment Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Content Knowledge for Teacher Candidates</td>
<td>Praxis II (Core Knowledge Mild Intervention)</td>
<td>Prior to Student Teaching</td>
<td>Praxis II Results</td>
<td>n = 40 % Pass = 100</td>
<td>Tutoring Made Available</td>
<td>Exceptional Needs Content Standards 1-10</td>
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<tr>
<td>Student Teaching Performance</td>
<td>During Student Teaching</td>
<td>Final Student Teacher Evaluation (Eled 451)</td>
<td>n = 77 Pass = 98%</td>
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<td>Exceptional Needs Content Standards 2-7</td>
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<td>Pedagogical Content Knowledge for Teachers</td>
<td>IEP Simulation</td>
<td>Midpoint SPED 320</td>
<td>IEP Rubric</td>
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<td>Exceptional Needs Content Standards 1, 3, 8-10</td>
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<td>Student Teaching Final Evaluation</td>
<td>Student Teaching</td>
<td>Student Teacher Final Evaluation (Sped 405)</td>
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<td>Student Learning for Teacher Candidates</td>
<td>Teacher work sample</td>
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<td>n = 77 Pass = 98%</td>
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<td>Exceptional Needs Content Standards 1-10</td>
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(Praxis for SPED students – 0353/Core Content Knowledge; 0542/Mild-Moderate; 0351/Knowledge-Based Core)

Pedagogical Content Knowledge for Teachers

Special Education UG 2006-2009
<table>
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<tr>
<th>Assessment</th>
<th>Number of Students</th>
<th>% Passed</th>
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<tr>
<td><strong>2006 – 2007</strong></td>
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<tr>
<td>Praxis II</td>
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<td>Final Student Teacher Evaluation (Eled 451)</td>
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<tr>
<td>IEP Rubric</td>
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<td>Teacher Work Sample</td>
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<tr>
<td>Final Student Teacher Evaluation (Sped 405)</td>
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<td><strong>2007 – 2008</strong></td>
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<tr>
<td>Praxis II</td>
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<tr>
<td>Final Student Teacher Evaluation (Eled 451)</td>
<td>11/11</td>
<td>100%</td>
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<tr>
<td>IEP Rubric</td>
<td>34/34</td>
<td>100%</td>
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<td>Teacher Work Sample</td>
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<tr>
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<td><strong>2008 – 2009</strong></td>
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<td>Praxis II</td>
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*Praxis II

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<td>0355</td>
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<tr>
<td>0542</td>
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Answers to questions prior to Faculty Section

2 The rubrics should have been submitted prior—I don’t have access to all of these

3 Specific program changes

<table>
<thead>
<tr>
<th>Data</th>
<th>Changes</th>
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<tbody>
<tr>
<td>Annual meeting with Advisory Council</td>
<td>Changed SPED 320 to 321 (changes pending University approval) in order to add law content at the undergrad level. The name of the course was also changed to provide more accurate information on transcripts</td>
</tr>
<tr>
<td>Student Surveys/Curriculum apping of SPED Content</td>
<td>Students requested more practicum experience in special education. A review of content in SPED courses indicated no</td>
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</tbody>
</table>
practicum experience in resource rooms at the elem level, so practicum in sped resource room at the elem level has been added, 10 hours (changes pending University approval)

Curriculum mapping of SPED Content/Annual meeting with Advisory Council
Eliminated non-planned repetition of content, added content based on current needs of the field (such as RTI & PBS)

4 Lesson learned: Students were observed making inaccurate assumptions regarding SPED resource room at the elem level. A 10 hour practicum was added to SPED 200, and a 2-day session on how to schedule resource room time was added to SPED 320/321.

D. Faculty Section

<table>
<thead>
<tr>
<th>Faculty Name</th>
<th>Highest Degree Attained</th>
<th>Areas(s) or Specialization</th>
<th>Courses Taught in Program</th>
<th>Additional Responsibility in Program</th>
<th>Years of P-12 Experience</th>
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<tr>
<td>Burden, Robin D.</td>
<td>Ph.D.</td>
<td>Special Education</td>
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<td>Jacobs, James</td>
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## B. Content standards Matrix

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</table>
Indiana Content & Developmental Standards have been mapped to INTASC

\( v \) = Teacher Standard Addressed

Performance Assessment Examples 1) test 2) paper 3) project 4) portfolio 5) labs 6) lesson plan 7) teaching and 8) other.

*Contents Standards for Elementary Education*

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<tr>
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### C. Assessment Data Section

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<tr>
<th>Element Assessed</th>
<th>Describe Assessment Activity</th>
<th>When is it Assessed</th>
<th>Title of the Assessment Instrument/Rubric (attach copies)</th>
<th>Aggregated Summary Data for last 3 years</th>
<th>Curriculum/Program/Unit Operations: modifications made based on this data</th>
<th>Content Standards Addressed by this Assessment Activity</th>
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<tr>
<td>Content Knowledge for Teacher Candidates</td>
<td>Praxis II Prior to Student Teaching</td>
<td>Praxis II Results</td>
<td>Pass Rate: N= *</td>
<td>Tutoring made available</td>
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<td>Student Teaching Performance During Student Teaching</td>
<td>Final Student Teacher Evaluation</td>
<td>Pass Rate = % N = *</td>
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<td>Praxis Reading Specialist Reading Specialist Test Results</td>
<td>Pass Rate = % N = *</td>
<td>Alignment of curriculum</td>
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<td>INTASC 1-4, 6-9</td>
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<td>Pedagogical Content Knowledge for Teachers OR Professional and Pedagogical Knowledge and Skills for Teacher Candidates</td>
<td>Dispositions Assessment Dispositions Midpoint</td>
<td>Pass Rate = % N = *</td>
<td>Development of a professional semester</td>
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<td>INTASC 3, 6, 9</td>
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<td>Writing Unit Writing Unit Rubric Midpoint</td>
<td>Pass Rate = % N = *</td>
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<td>Student Teaching Final Evaluation Student Teaching Final Student Teacher Evaluation</td>
<td>Pass Rate = % N = *</td>
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<td>Math Unit Assessment Math Unit Rubric Midpoint</td>
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<td>Student Learning for Teacher Candidates</td>
<td>Teacher Work Sample During student teaching Teacher work sample rubric</td>
<td>Pass Rate = % N = *</td>
<td>Review of teacher work sample</td>
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<td>INTASC 1-10</td>
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* See [http://coe.indstate.edu/faculty/spowers/uas2007](http://coe.indstate.edu/faculty/spowers/uas2007)
COVER SHEET

1. Institution Name
Indiana State University

2. State
Indiana

3. Date submitted
MM  DD  YYYY
03  / 14  / 2011

4. Report Preparer's Information:

Name of Preparer: Robin D. Burden
Phone: Ext. (812)237-8728
E-mail: Robin.Burden@indatate.edu

5. NCATE Coordinator's Information:

Name: Susan Powers
Phone: Ext. (812)237-2918
E-mail: Susan.Powers@indstate.edu

6. Name of institution's program
Initial Licensure (K-12) Undergraduate

7. NCATE Category
Special Education-General Curriculum

8. Grade levels(1) for which candidates are being prepared
K-12

(1) e.g. K-6, K-12

9. Program Type
- Advanced Teaching
- First Teaching License
- Other School Personnel
- Unspecified

10. Degree or award level
11. Is this program offered at more than one site?
- Yes
- No

12. If your answer is "yes" to above question, list the sites at which the program is offered

13. Title of the state license for which candidates are prepared

Exceptional Needs: Mild Intervention

14. Program report status:
- Initial Review
- Response to One of the Following Decisions: Further Development Required or Recognition with Probation
- Response to National Recognition With Conditions

15. State Licensure requirement for national recognition:
NCATE requires 80% of the program completers who have taken the test to pass the applicable state licensure test for the content field, if the state has a testing requirement. Test information and data must be reported in Section III. Does your state require such a test?
- Yes
- No

SECTION I - CONTEXT

1. Description of any state or institutional policies that may influence the application of CEC standards. (Response limited to 4,000 characters)

The special education program at Indiana State University is contained within the Department of Elementary, Early, and Special Education in the Bayh College of Education at Indiana State University. Indiana State University offers initial licensure in Exceptional Needs: Mild Interventions at the graduate level in three ways: a candidate with previous licensure in another area can enroll in courses to obtain special education licensure only, enroll in a program to obtain both special education licensure and a Master's of Science Degree, or enroll in a program to obtain both special education licensure and a Master's of Arts Degree.

The majority of students pursuing special education licensure already have a teacher’s license, but have been unable to secure employment in the content area of their choice. Many of these candidates have been hired on an emergency license and must pursue special education licensure in order to keep their jobs. The development level of the license for which the candidates are eligible is dependent upon the level of their current license. For example, a candidate with a pre-existing K-6 license will receive a K-6 Mild Interventions license, a candidate with a K-12 or all grade license will be eligible for a K-12 Mild Interventions license, and a person with an 8-12 license will receive an 8-12 Mild Interventions license. Because candidates in the program at Indiana State University already hold a valid teacher’s license, we do not require them to complete an additional semester of student teaching. Practica and course assignments can be conducted in their own classes or the students can set up practica with help from the faculty at Indiana State University.

At Indiana State University, candidates are prepared according to INTASC Standards, Indiana Professional Teaching Standards and CEC Standards. According to the State of Indiana, the holder of a license in exceptional needs: mild interventions: “is eligible to teach students with exceptional needs in the school setting listed on the license.” Thus, they will be prepared to teach students with both mild and moderate disabilities. Because there are three paths that can lead to licensure, the number of required hours can vary. The licensure only path requires 21 hours. An additional six hours of pre-requisite coursework may be required if a candidate has not had a previous course in introductory special education or in behavior management. Candidates who desire a Master’s Degree in addition to licensure take an additional 15 hours of coursework.

The majority of graduate courses are distance-based. Some courses are presented in via synchronous course meetings, some offerings are asynchronous, and others are offered using a combination of both. One course does require a one week residency during a summer session. Courses are offered on an annual rotation. Candidates can begin the program at the beginning of any semester. The need for pre-requisite
courses does not preclude a candidate from beginning the program; the needed courses are picked up the first time that they appear in the annual rotation.

2. Description of the field and clinical experiences required for the program, including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships. (Response limited to 8,000 characters)

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<th>Early Field Experience</th>
<th>Course Experience Hours Purpose</th>
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<td>ELED 101 Elementary 10 Assistance at an After School Program</td>
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<td>SPED 315 Middle School Resource Room 10 Teacher Support as requested/ Guided Reflection on Activities</td>
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<td>SCED 393/393L Elementary 10 Teach whole class science lessons</td>
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<td>Elementary 10 Teach whole class science lessons</td>
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<td>CIMT 410M Middle School Inclusion Placement 10 Observation</td>
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TOTAL
ELED 392/392L
ELED 397
ELED 394/394L
ELED 398 Elementary Inclusion Placement 237 Internship: Co-Teaching: (Individual, small and whole group teaching)

Traditional Program
ELED 392/392L
ELED 397
ELED 394/394L
ELED 398 Elementary Inclusion Placement 35-40 Teach whole class lessons in Reading, Math, Social Studies and Language Arts

Student Teaching
SPED 405
ELED 451
ELED 453
ELED 457 Elementary Inclusion/Secondary Special Education

(order of placement is determined by school needs) Fall 290/290

Spring 290/254 (due to spring break) Observe, Co-Teach, Teach 2 weeks independently

3. Description of the criteria for admission, retention, and exit from the program, including required GPAs and minimum grade requirements for the content courses accepted by the program. (Response limited to 4,000 characters)

Candidates admitted to the program will have completed or almost completed most, if not all, General Education courses required by Indiana State University. Admission to the program is dependent upon a 2.5 GPA. In addition, students must have passed all three Praxis I subtests (reading, math, and writing), passed Educational Psychology 202 receiving an acceptable Disposition report, and made application to our BCP 1. Becoming a Complete Professional (BCP) is our conceptual framework. Candidates must earn a C or better in all major course work. Candidates may repeat a course one time if they are unable to earn a C for whatever reason. Specifics of the Teacher Education Program Levels are listed below:
Levels of Teacher Education Program Admission

BCP I: Tentative Admission. Admission is required to enroll in 300/400 level professional education courses and, in some cases, specific courses in the major.

BCP II: Candidate for Teaching. Admission is required to enroll in the student teaching semester.

BCP III: Graduation and Institutional Recommendation. Verification that the approved teaching program and required licensing tests have been successfully completed is required to graduate and to obtain an Indiana teaching license.

BCP IV: Licensure. Once all requirements have been met, including program completions and appropriate test scores, candidates may be recommended for licensure in their program area.

4. Please attach files to describe a program of study that outlines the courses and experiences required for candidates to complete the program. The program of study must include course titles. (This information may be provided as an attachment from the college catalog or as a student advisement sheet.)

Special Education Undergraduate Curriculum
See Attachments panel below.

5. This system will not permit you to include tables or graphics in text fields. Therefore any tables or charts must be attached as
files here. The title of the file should clearly indicate the content of the file. Word documents, pdf files, and other commonly used file formats are acceptable.

6. Candidate Information
Directions: Provide three years of data on candidates enrolled in the program and completing the program, beginning with the most recent academic year for which numbers have been tabulated. Report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Data must also be reported separately for programs offered at multiple sites. Update academic years (column 1) as appropriate for your data span. Create additional tables as necessary.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th># of Candidates Enrolled in the Program</th>
<th># of Program Completers(2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009-2010</td>
<td>190</td>
<td>31</td>
</tr>
<tr>
<td>2008-2009</td>
<td>166</td>
<td>36</td>
</tr>
<tr>
<td>2007-2008</td>
<td>173</td>
<td>25</td>
</tr>
</tbody>
</table>

(2) NCATE uses the Title II definition for program completers. Program completers are persons who have met all the requirements of a state-approved teacher preparation program. Program completers include all those who are documented as having met such requirements. Documentation may take the form of a degree, institutional certificate, program credential, transcript, or other written proof of having met the program’s requirements.

7. Faculty Information
Directions: Complete the following information for each faculty member responsible for professional coursework, clinical supervision, or administration in this program.

<table>
<thead>
<tr>
<th>Faculty Member Name</th>
<th>Highest Degree, Field, &amp; University(3)</th>
<th>Assignment: Indicate the role of the faculty member(4)</th>
<th>Faculty Rank(5)</th>
<th>Tenure Track</th>
<th>Scholarship(6), Leadership in Professional Associations, and Service (7): List up to 3 major contributions in the past 3 years(8)</th>
<th>Teaching or other professional experience in P-12 schools(9)</th>
</tr>
</thead>
<tbody>
<tr>
<td>James Jacobs</td>
<td>Ph.D., Special Education, George Peabody College</td>
<td>Instructor</td>
<td>Professor</td>
<td>YES</td>
<td>Serve the Legal Division of the State Department of Education, State of Indiana as an Administrative Law Judge/Independent Hearing Officer</td>
<td>Cumberland House Elementary School, Nashville Tennessee -3 years</td>
</tr>
</tbody>
</table>
Scholarship is defined by NCATE as systematic inquiry into the areas related to teaching, learning, and the education of teachers and other school personnel. Scholarship includes traditional research and publication as well as the rigorous and systematic study of pedagogy, and the application of current research findings in new settings. Scholarship further presupposes submission of one's work for professional review and evaluation.

Service includes faculty contributions to college or university activities, schools, communities, and professional associations in ways that are consistent with the institution and unit's mission.

Briefly describe the nature of recent experience in P-12 schools (e.g. clinical supervision, inservice training, teaching in a PDS) indicating the discipline and grade level of the assignment(s). List current P-12 licensure or certification(s) held, if any.

SECTION II - LIST OF ASSESSMENTS

In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program.

<table>
<thead>
<tr>
<th>Assessment #1: Licensure assessment, or other content-based assessment (required)</th>
<th>Praxis II</th>
<th>Norm-Referenced Test</th>
<th>End of Program</th>
</tr>
</thead>
</table>

| Assessment #2: Assessment of content knowledge in special education (required) | Content Area Examination | Comprehensive Exam | SPED 102 SPED 226 |

| Assessment #3: Assessment of candidate ability to plan instruction (required) | TOTAL or Traditional Program Lesson Plans | Portfolio/Class Assignment | Beginning of the program TOTAL Semester or Traditional Program (Blocks 3 & 4) |

| Assessment #4: Assessment of student teaching (required) | Final Student Teaching Evaluation | Observation | Middle of the Program Student Teaching |

1. In this section, list the 6-8 assessments that are being submitted as evidence for meeting the CEC standards. All programs must provide a minimum of six assessments. If your state does not require a state licensure test in the content area, you must substitute an assessment that documents candidate attainment of content knowledge in #1 below. For each assessment, indicate the type or form of the assessment and when it is administered in the program. (Response limited to 250 characters each field)
### SECTION III - RELATIONSHIP OF ASSESSMENT TO STANDARDS

For each CEC standard on the chart below, identify the assessment(s) in Section II that address the standard. One assessment may apply to multiple CEC standards.

#### 1. FIELD EXPERIENCES AND CLINICAL PRACTICE STANDARD

Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

Information should be provided in Section I (Context) to address this standard.

#### 2. CONTENT STANDARDS

<table>
<thead>
<tr>
<th>1. Foundations</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.</td>
<td>![Chart placeholder]</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.</td>
<td>![Chart placeholder]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Development and Characteristics of Learners</th>
<th>#1</th>
<th>#2</th>
<th>#3</th>
<th>#4</th>
<th>#5</th>
<th>#6</th>
<th>#7</th>
<th>#8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.</td>
<td>![Chart placeholder]</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

4. Instructional Strategies. Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Beginning special educators demonstrate their mastery this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

5. Learning Environments and Social Interactions. Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

6. Language. Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with ELN. Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide effective language models and they use communication strategies and resources to facilitate understanding of subject matter for individuals with ELN whose primary language is not English.

Beginning special educators demonstrate their mastery of language for and with individuals with ELN through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are modified based on ongoing analysis of the individual’s learning progress. Moreover, special educators facilitate this instructional planning in a
collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction. 

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others’ attitudes, behaviors, and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well-being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

SECTION IV - EVIDENCE FOR MEETING STANDARDS

DIRECTIONS: The 6-8 key assessments listed in Section II must be documented and discussed in Section IV. Taken as a whole, the assessments must demonstrate candidate mastery of the SPA standards. The key assessments should be required of all candidates. Assessments and scoring guides and data charts should be aligned with the SPA standards. This means that the concepts in the SPA
standards should be apparent in the assessments and in the scoring guides to the same depth, breadth, and specificity as in the SPA standards. Data tables should also be aligned with the SPA standards. The data should be presented, in general, at the same level it is collected. For example, if a rubric collects data on 10 elements [each relating to specific SPA standard(s)], then the data chart should report the data on each of the elements rather than reporting a cumulative score.

In the description of each assessment below, the SPA has identified potential assessments that would be appropriate. Assessments have been organized into the following three areas to be aligned with the elements in NCATE’s unit standard 1:
- Content knowledge (Assessments 1 and 2)
- Pedagogical and professional knowledge, skills and dispositions (Assessments 3 and 4)
- Focus on student learning (Assessment 5)

Note that in some disciplines, content knowledge may include or be inextricable from professional knowledge. If this is the case, assessments that combine content and professional knowledge may be considered "content knowledge" assessments for the purpose of this report.

For each assessment, the compiler should prepare one document that includes the following items:

1. State licensure tests or professional examinations of content knowledge. CEC standards addressed in this entry could include all of the standards. If your state does not require licensure tests or professional examinations in the content area, data from another assessment must be presented to document candidate attainment of content knowledge. Provide assessment information (items 1-5) as outlined in the directions for Section IV. (Answer Required)

2. Assessment of content knowledge in special education. CEC standards addressed in this assessment could include but are not limited to Standards 1 and 2. Examples of assessments include comprehensive examinations; written interpersonal/presentational tasks; capstone projects or research reports addressing cross-disciplinary content; philosophy of teaching statement that addresses the role of culture, literature, and cross-disciplinary content; and other portfolio tasks (13). (Answer Required)

Provide assessment information as outlined in the directions for Section IV

Praxis II

Comprehensive Examination

(13) A portfolio is a collection of candidate work. The information to be reported here requires an assessment of candidates’ content knowledge as revealed in the work product contained in a portfolio. If the portfolio contains pieces that are interdependent and the portfolio is evaluated by faculty as one assessment using a scoring guide, then the portfolio could be counted as one assessment. Often the assessment addresses an independent product within the portfolio rather than the complete portfolio. In the latter case, the assessment and scoring guide for the independent product should be presented.
3. Assessment that demonstrates candidates can effectively plan classroom-based instruction (e.g., unit plan). CEC standards that could be addressed in this assessment include but are not limited to 7. Examples of assessments include the evaluation of candidates’ abilities to develop lesson or unit plans or a differentiated unit of instruction.

Provide assessment information as outlined in the directions for Section IV

| Lesson Plans Portfolio |

See Attachments panel below.

4. Assessment that demonstrates candidates' knowledge, skills, and dispositions are applied effectively in practice. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, 8, 9, and 10. The assessment instrument used in student teaching and the internship or other clinical experiences should be submitted. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

| Student Teaching Final Evaluations |

See Attachments panel below.

5. Assessment that demonstrates candidate effects on student learning. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

| Elementary Teacher Work Sample |

See Attachments panel below.

6. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies. (Answer Required)

Provide assessment information as outlined in the directions for Section IV

| IEP Simulation |

See Attachments panel below.

7. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

| Secondary Teacher Work Sample |

See Attachments panel below.

8. Additional assessment that addresses CEC standards. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information as outlined in the directions for Section IV

| Response to Intervention Project |

See Attachments panel below.

SECTION V - USE OF ASSESSMENT RESULTS TO IMPROVE PROGRAM

1. Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in
A cumulative review of the data results regarding the undergraduate special education licensure program at Indiana State University leads the faculty to conclude that we have a strong program overall. We have made improvements and are continuing to do so. Special education faculty at Indiana State University meet regularly (at least once a semester) to formally review the program. This process may include curriculum mapping, meeting with Special Education Directors from around the state of Indiana, or reviewing student surveys regarding the current program. Data from assessments are evaluated annually. This ongoing process enables us to make changes and adaptations to the special education program as needed. Specifics will be addressed in the appropriate category.

Content Knowledge

Subsequent to reviewing data from various sources, including the attached assessment, the special education faculty at Indiana State University noted some weaknesses in our program. According to Core Content Knowledge, Praxis II results, candidates do not appear to recall specific facts regarding characteristics of and dealing with students with disabilities in the classroom (Understanding Exceptionalities). We are taking steps to improve student retention by referring to disability categories in other classes when appropriate as well as including the creation of graphic organizers and other materials. Using these devices has the added benefit of modeling appropriate teaching techniques to our candidates.

Another area in which we have been working diligently to improve candidate content knowledge regards assessment. Not only do we see the need for improvement in Assessment 1, Praxis II scores (Core Content Knowledge) but also in the results of the final student teaching evaluation (Assessment 4) at both the elementary (inclusion) and secondary (special education) levels. As noted throughout this report, we have added a credit hour to the formal assessment course (to become effective for incoming students beginning with Fall ‘12) and are consciously activating prior knowledge and building on that knowledge as we use assessments in other courses.

As we discuss assessment results, it seems as if our candidates are able to verbalize correct answers during class discussions and on tests, but have difficulty applying that knowledge in practice. We see this in the results of Assessment 1, Praxis II (Mild & Moderate Disabilities), when it comes to applying content regarding “Curriculum & Instruction” as well as “Structuring & Managing the Learning Environment.” This particular test uses case studies to present information and ask students for appropriate techniques. To give our candidates more experience in real world settings, they have had the option of participating in the TOTAL (Teachers of Tomorrow Advancing Learning) program. This early field experience increases the number of field hours from 35-40 to 237. Not only are the hours significantly increased, but all hours are spent in the same elementary inclusion classroom, with the same “Coaching Teacher” and the same students. Previously, those 35-40 hours could be spread out over four different classrooms. Although this program has not been required of all candidates to date, we anticipate that one all candidates are required to participate (beginning with the fall of 2011), they will be better able to demonstrate the content that has been learned in the university classroom.

As previously stated, not all of our information comes from assessment data. Upon completing a curriculum map regarding the content covered in all of our courses, we found several areas of overlap as well as gaps that needed to be filled. As a result, our courses are now more focused and when there is overlap, it’s intentional on our part.

We must reiterate that assessment results indicate that the vast majority of our candidates are meeting standards and scoring successfully on all assessments, we recognize that there is still room for improvement.

Professional and Pedagogical Knowledge, Skill, and Dispositions

As with Content Knowledge, the candidates at Indiana State University perform well as the faculty at Indiana State University review their Professional and Pedagogical Knowledge, Skill, and Dispositions. Assessments 3 through 6 directly address this area. In addition to the required Final Student Teaching Evaluation, we chose to submit data on two Teacher Work Samples, one at the elementary level and one at the secondary level, an IEP Simulation, and a Response to Intervention Project. In each of these areas, all students met the requirements set forth by the program. However, there are improvements that need to be made. As indicated previously, our candidates do not always transition well from the university classroom to the K-12 classroom. We are addressing this by not only significantly increasing the number of ours that our students spend in the field prior to student teaching but by improving the quality of that experience by allowing them to remain in the same placement over time. This is accomplished by using the TOTAL program at the elementary level and the immersion process at the secondary level.

As a faculty, we not only review student teacher data regularly but we may serve as supervisors for our own student teacher candidates. Over time, we have realized that the majority of issues that our student teachers face are not a result of content or pedagogical knowledge deficits. Rather, the problems that we see tend to be dispositional. That is, candidates may struggle with arriving on time or dressing professionally. We are finding that the majority of dispositional issues can be successfully dealt with during the TOTAL semester as students work with multiple course instructors, a university supervisor, and a coaching teacher.

Student Learning

The candidates for special education licensure at Indiana State University truly have a tremendous impact on the K-12 students in the surrounding area. By virtue of the increase in hours that our candidates are now spending in the field, the impact on student learning has
been increased dramatically. This semester twelve of the thirty-three TOTAL interns are special education candidates. These twelve candidates will be spending 2844 hours in public school classrooms. This allows teachers to provide effective small group instruction and to better differentiate for student needs while providing our candidates with invaluable practical experience. Our candidates are observing and engaging in practices that are reflective of special education today.

SECTION VI - FOR REVISED REPORTS OR RESPONSE TO CONDITIONS REPORTS ONLY

1. For Revised Reports: Describe what changes or additions have been made to address the standards that were not met in the original submission. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Revised Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/RevisedProgramReports/tabid/453/Default.aspx

For Response to Conditions Reports: Describe what changes or additions have been made to address the conditions cited in the original recognition report. Provide new responses to questions and/or new documents to verify the changes described in this section. Specific instructions for preparing a Response to Conditions Report are available on the NCATE web site at http://www.ncate.org/Accreditation/ProgramReview/ProgramReportSubmission/ResponsetoConditionsReport/tabid/454/Default.aspx

(Response limited to 24,000 characters.)

Please click "Next"

This is the end of the report. Please click "Next" to proceed.
NCATE recognition of this program is dependent on the review of the program by representatives of the Council for Exceptional Children (CEC).

**COVER PAGE**

**Name of Institution**
Indiana State University

**Date of Review**
MM  DD  YYYY
08  / 01  / 2011

This report is in response to a(n):
- Initial Review
- Revised Report
- Response to Conditions Report

**Program(s) Covered by this Review**
Special Education - General Curriculum

**Grade Level**
K-12

(1) e.g. Early Childhood; Elementary K-6

**Program Type**
First Teaching License

**Award or Degree Level(s)**
- Baccalaureate
- Post Baccalaureate
- Master's
- Post Master's
- Specialist or C.A.S.
- Doctorate
- Endorsement only

PART A - RECOGNITION DECISION
SPA Decision on NCATE recognition of the program(s):

- Nationally recognized
- Nationally recognized with conditions
- Further development required OR Nationally recognized with probation OR Not nationally recognized [See Part G]

Test Results (from information supplied in Assessment #1, if applicable)
The program meets or exceeds an 80% pass rate on state licensure exams:

- Yes
- No
- Not applicable
- Not able to determine

Comments, if necessary, concerning Test Results:

<table>
<thead>
<tr>
<th>Test Results</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core Content Knowledge (0353)</td>
<td>37 candidates took Praxis II and 95% passed it. In 08-09 10 candidates took the test and 100% of them passed Praxis II. In 09-10 25 candidates took the test and 97% of candidates passed.</td>
</tr>
<tr>
<td>Mild-Moderate Disabilities (0542)</td>
<td>In 07-08 40 took the test and 100% passed. In 08-09, 10 took the test and 100% passed. In 09-10, 19 took the test and 99% passed.</td>
</tr>
</tbody>
</table>

Summary of Strengths:
The program has strong assessments within its assessment system.

PART B - STATUS OF MEETING SPA STANDARDS

Field Experiences and Clinical Practice Standard. Special education candidates progress through a series of developmentally sequenced field experiences for the full range of ages, types and levels of abilities, and collaborative opportunities that are appropriate to the license or roles for which they are preparing. These field and clinical experiences are supervised by qualified professionals.

<table>
<thead>
<tr>
<th>Standard</th>
<th>Met</th>
<th>Met with Conditions</th>
<th>Not Met</th>
</tr>
</thead>
</table>

Comment:
It is not possible to determine whether this standard is met because descriptions of clinical experiences are not clear. Clinical experiences are planned in developmental phases. In the first clinical experience, candidates spend time in elementary, middle and secondary schools. In the second phase, it appears candidates are in elementary placements and in the final phase, they do student teaching. More information is needed regarding placements and expectations for Phase II and Phase III. Candidates are placed in two settings for their final student teaching, one of which is an elementary classroom where students with special needs are placed. Candidates are allowed to select their placements as long as their request is not the school the candidate attended. This approach does not appear to ensure candidates select settings that model desired methods.

Standard 1. Foundations. Special educators understand the field as an evolving and changing
discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation. Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates.

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**Comment:**
Assessments #1 (Praxis 2), #2 (ISU comprehensive exam), and #6 (IEP simulation) are identified as providing evidence that candidates met this standard. Based on the evidence, Standard 1 is met. Candidates performed successfully on Assessment #1 and three semesters of data are available. Assessment #2 is an exam developed by the faculty at ISU, and it does provide some evidence of Standard 1. Data are provided showing candidates' passing of the exam. The evidence could further be strengthened by reporting candidate responses by question or categorizing the questions by standard. This would more clearly show candidate performance on Standard 1. It is an objective measure of special education information. One semester of data are available for the IEP simulation. The data would be more useable if the program reported data by element of the rubric. Assessments have been aligned with the CEC Standards as informed by the Individualized General Curriculum knowledge and skill set. The performance levels with in the IEP simulation are definitely grounded in the Individualized General Curriculum knowledge and skills; however, the emphasis is on the product (The present level of performance contains...) and not the candidates' skills (Candidate develops a present level of performance that....) in developing the IEP.

**Standard 2. Development and Characteristics of Learners.** Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN). Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual’s with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing members of the community.

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**Comment:**
Assessments #1 (Praxis 2), #2 (ISU comprehensive exam), #4 (student teaching final evaluation), #6 (IEP simulation) and #8 (RTI project) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 2 is met. The strongest evidence that candidates meet this
standard is found in Assessment #1. Assessment #2 is an exam developed by the faculty at ISU, and it does provide some evidence of Standard 2. Data are provided showing candidates' passing of the exam. The evidence could further be strengthened by reporting candidate responses by question or categorizing the questions by standard. This would more clearly show candidate performance on Standard 2. The IEP simulation also presents sound documentation of Standard 2. The performance levels with in the IEP simulation are definitely grounded in the Individualized General Curriculum knowledge and skills; however, the emphasis is on the product (The present level of performance contains...) and not the candidates' skills (Candidate develops a present level of performance that....) in developing the IEP. Data would be more useful if reported by rubric element.

Although two semesters of data are available on Assessment #4, the student teaching evaluation instrument was not provided. The program did show how elements were aligned to CEC Standard 2 as informed by the Individualized General Curriculum knowledge and skills, but there were no performance indicators or rating scale criteria to demonstrate how candidates were being rated. Assessment #8, the response to intervention project demonstrates a limited relationship to Standard 2, and only one semester of data were provided.

3. Individual Learning Differences. Special educators understand the effects that an exceptional condition can have on an individual's learning in school and throughout life. Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual's exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with ELN.

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**Comment:**
Assessments #1 (Praxis 2), #6 (IEP simulation) and #7 (secondary teacher work sample) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 3 is met. The Praxis II and IEP simulation provide strong evidence of Standard 3. The performance levels with in the IEP simulation are definitely grounded in the Individualized General Curriculum knowledge and skills; however, the emphasis is on the product (The present level of performance contains...) and not candidates' skills (Candidate develops a present level of performance that....) in developing the IEP. Data would be more useful if reported by rubric element.

The Teacher Work Sample is minimally related to Standard 3; thus evidence is limited. Three semesters of data are available for Assessment #7 and the rubric has been aligned with the standards; however, no data are provided re: the psychometric soundness of the measures.

4. Instructional Strategies. Special educators posses a repertoire of evidence-based instructional strategies to individualize instruction for individuals with ELN. Special educators select, adapt, and use these instructional strategies to promote positive learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN. They enhance the learning of critical thinking, problem solving, and performance skills of individuals with ELN, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across
environments, settings, and the lifespan.

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**Comment:**
Assessments #3 (lesson plans portfolio), #4 (student teaching final evaluation), #5 (elementary teacher work sample), #7 (secondary teacher work sample) and #8 (RTI project) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 4 is met. When the program acquires data, the lesson plans portfolio will provide strong documentation of Standard 4. Likewise, the student teaching evaluation has the potential to provide strong evidence of Standard 4. Although the program provided data, the evidence is significantly weakened because no rubric was provided.

Both the elementary and secondary teacher work samples provide strong evidence of Standard 4. Rubrics and performance levels are aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Performance levels within the rubrics are process-based and not product-based. Data are aligned to the CEC Standards and reported by rubric element. The RTI project is also aligned with Standard 4; however when the performance levels are examined it does not appear that Standard 4 is being measured.

**5. Learning Environments and Social Interactions.** Special educators actively create learning environments for individuals with ELN that foster cultural understanding, safety and emotional well-being, positive social interactions, and active engagement of individuals with ELN. In addition, special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with ELN. Special educators help their general education colleagues integrate individuals with ELN in regular environments and engage them in meaningful learning activities and interactions. Special educators use direct motivational and instructional interventions with individuals with ELN to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with ELN in crisis. Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

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**Comment:**
Assessments #3 (lesson plans portfolio), #4 (student teaching final evaluation), #5 (elementary teacher work sample), and #7 (secondary teacher work sample) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 5 is met. When the program acquires data, the lesson plans portfolio will provide limited evidence of Standard 5. The elementary teacher work sample provides limited evidence of Standard 5. The student teaching evaluation has the potential to provide strong evidence of Standard 5. Although the program provided data, the evidence is significantly weakened because no rubric was provided.

At this time, the secondary teacher work sample provides the strongest evidence of Standard 5. The rubric and performance levels are aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Performance levels within the rubric are process-based and not product-based. Data are aligned to the CEC Standards and reported by rubric element.
6. Language. Special educators understand **typical and atypical language development** and the ways in which exceptional conditions can interact with an individual’s experience with and use of language. Special educators use individualized strategies to **enhance language development and teach communication skills** to individuals with ELN. Special educators are familiar with **augmentative, alternative, and assistive technologies** to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual’s language proficiency and cultural and linguistic differences. Special educators provide **effective language models** and they use communication strategies and resources to **facilitate understanding of subject matter for individuals with ELN whose primary language is not English**.

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**Comment:**
Assessments #4 (Student Teaching Final Evaluation) and #7 (Secondary Teacher Work Sample) are identified as providing evidence that candidates meet this standard. However, based on the evidence, Standard 6 is not met. While both assessments are listed as aligning with Standard 6, the focus is more on candidates’ language. Very little if any of the documentation focused on enhancing the language development and communication skills (inclusive of assistive technology) in learners with mild-moderate exceptional learning needs. Further, the student teaching evaluation was not provided.

7. Instructional Planning. Individualized decision-making and instruction is at the center of special education practice. Special educators develop **long-range individualized instructional plans** anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected **shorter-range goals and objectives** taking into consideration an individual’s abilities and needs, the learning environment, and a myriad of cultural and linguistic factors. Individualized instructional plans emphasize **explicit modeling and efficient guided practice** to assure acquisition and fluency through maintenance and generalization. Understanding of these factors as well as the implications of an individual’s exceptional condition, guides the special educator’s selection, adaptation, and creation of materials, and the use of powerful instructional variables. Instructional plans are **modified based on ongoing analysis of the individual’s learning progress**. Moreover, special educators facilitate this instructional planning in a **collaborative context** including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate. Special educators also develop a variety of **individualized transition plans**, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts. Special educators are comfortable using **appropriate technologies** to support instructional planning and individualized instruction.

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**Comment:**
Assessments #3 (lesson plans portfolio), #4 (student teaching final evaluation), and #5 (elementary teacher work sample), are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 7 is met. When the program acquires data, the lesson plans portfolio will provide limited evidence of Standard 7. The student teaching evaluation has the potential to provide strong evidence of Standard 7. Although the program provided data, the evidence is significantly weakened because no rubric was provided. Assessment #7 (secondary teacher work sample) also provides documentation of Standard 7. Although the descriptive alignment does not show alignment to Standard 7, alignment is done within the rubric.
At this time, the elementary and secondary teacher work samples provide the strongest evidence of Standard 7. The rubrics and performance levels are aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Performance levels within the rubrics are process-based and not product-based. Data are aligned to the CEC Standards and reported by rubric element.

8. Assessment. Assessment is integral to the decision-making and teaching of special educators and special educators use multiple types of assessment information for a variety of educational decisions. Special educators use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with ELN, including those from culturally and linguistically diverse backgrounds. Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments. Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making. Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with ELN. Special educators use assessment information to identify supports and adaptations required for individuals with ELN to access the general curriculum and to participate in school, system, and statewide assessment programs. Special educators regularly monitor the progress of individuals with ELN in general and special curricula. Special educators use appropriate technologies to support their assessments.

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Comment:

Assessments #3 (lesson plans portfolio), #4 (student teaching final evaluation), #5 (elementary teacher work sample), #6 (IEP simulation), #7 (secondary teacher work sample) and #8 (RTI project) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 8 is met. When the program acquires data, the lesson plans portfolio will provide evidence of Standard 8. Likewise, the student teaching evaluation has the potential to provide strong evidence of Standard 7. Although the program provided data, the evidence is significantly weakened because no rubric was provided.

At this time, the elementary and secondary teacher work samples, the IEP Simulation, and the the RTI project provide the strongest evidence of Standard 8. The rubrics and performance levels are aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Performance levels within most of the rubrics are process-based and not product-based. Data are aligned to the CEC Standards and reported by rubric element.

9. Professional and Ethical Practice. Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations. Special educators engage in professional activities and participate in learning communities that benefit individuals with ELN, their families, colleagues, and their own professional growth. Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice. Special educators are aware of how their own and others attitudes, behaviors,
and ways of communicating can influence their practice. Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with ELN and their families. Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices. Special educators know their own limits of practice and practice within them.

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Comment:

Assessments #3 (Lesson Plans Portfolio) and #4 (Student Teaching Final Evaluation) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 9 is met with conditions. No data are reported for the lesson plan portfolio as it was developed recently; only the rubric is reported. The student teaching evaluation has the potential to provide strong evidence for Standard 9. Although sufficient data are provided, the student teaching evaluation rubric is not provided.

10. Collaboration. Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with ELN are addressed throughout schooling. Moreover, special educators embrace their special role as advocate for individuals with ELN. Special educators promote and advocate the learning and well being of individuals with ELN across a wide range of settings and a range of different learning experiences. Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with ELN. Special educators are a resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN. Special educators use collaboration to facilitate the successful transitions of individuals with ELN across settings and services.

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Assessments #4 (Student Teaching Final Evaluation) and #6 (IEP Simulation) are identified as providing evidence that candidates meet this standard. Based on the evidence, Standard 10 is met with conditions. The student teaching evaluation has the potential to provide strong evidence of Standard 10. Although sufficient data are provided, the student teaching evaluation rubric is not provided. The IEP simulation does provide some evidence of Standard 10. The rubric and its performance indicators are aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Data would be stronger if reported by rubric element.

PART C - EVALUATION OF PROGRAM REPORT EVIDENCE

C.1. Candidates’ knowledge of content

Based on the data reported, candidates perform at or above expectations. The Praxis II and the comprehensive exam provided evidence of candidates' content knowledge.

C.2. Candidates’ ability to understand and apply pedagogical and professional content knowledge, skills, and dispositions

Based on the data reported, candidate ability to understand and apply pedagogical and professional knowledge, skills, and dispositions is evident. The program has a strong understanding of the assessment
Rubrics were consistently aligned to the CEC Standards as informed by the Individualized General Curriculum knowledge and skills. Data were aggregated and in most cases reported by rubric element.

The evidence at times was weakened because the student teaching evaluation was not provided or data were not available on a new assessment (lesson plan portfolio). However, the program does need to strengthen evidence to Standard 6, 9, and 10.

### C.3. Candidate effects on P-12 student learning

The elementary work sample is designed in a manner that demonstrates that candidates are required to plan, implement, and evaluate instruction. Data support candidate impact on P-12 learning.

### PART D - EVALUATION OF THE USE OF ASSESSMENT RESULTS

Evidence that assessment results are evaluated and applied to the improvement of candidate performance and strengthening of the program (as discussed in Section V of the program report)

Faculty use of assessment data is clearly reported throughout the report. While candidates consistently performed at or above expectations, faculty considered areas of relative weakness and made adjustments in their programs.

### PART E - AREAS FOR CONSIDERATION

**Areas for consideration**

1. Strengthen evidence for Standard 6, 9, and 10.
2. Consistently report data by rubric elements.

### PART F - ADDITIONAL COMMENTS

**F.1. Comments on Section I (Context) and other topics not covered in Parts B-E:**

**F.2. Concerns for possible follow-up by the Board of Examiners:**

Candidates select their student teaching site and only spend half the semester in each of two placements. One of the placements is a general education classroom which is a great idea but it is not clear how the program ensures that candidates work with students who have disabilities during that clinical experience.

### PART G - DECISIONS

**Please select final decision:**

- Program is nationally recognized. The program is recognized through the semester and year of the institution's next NCATE accreditation decision in 5-7 years. To retain recognition, another program report must be submitted before that review. The program will be listed as nationally recognized through the semester of the next NCATE accreditation decision on websites and/or other publications of the SPA and NCATE. The institution may designate its program as nationally recognized by NCATE, through the semester of the next NCATE accreditation decision, in its
published materials. National recognition is dependent upon NCATE accreditation. Please note that once a program has been nationally recognized, it may not submit a revised report addressing any unmet standards or other concerns.

Please click "Next"

This is the end of the report. Please click "Next" to proceed.