NEW PROGRAM PROPOSAL FORM

Name of Institution: **Winthrop University**

Name of Program (include degree designation and all concentrations, options, or tracks):
Master of Arts in Teaching in Special Education (Multicategorical)

Program Designation:

☐ Associate's Degree ☒ Master's Degree

☐ Bachelor's Degree: 4 Year ☐ Specialist

☐ Bachelor's Degree: 5 Year ☐ Doctoral Degree: Research/Scholarship (e.g., Ph.D. and DMA)

☐ Doctoral Degree: Professional Practice (e.g., Ed.D., D.N.P., J.D., Pharm.D., and M.D.)

Consider the program for supplemental Palmetto Fellows and LIFE Scholarship awards?

☐ Yes

☒ No

Proposed Date of Implementation: **Fall 2020**

CIP Code: **13.1001**

Delivery Site(s): **Winthrop University**

Delivery Mode:

☐ Traditional/face-to-face ☐ Distance Education
*select if less than 25% online ☐ 100% online

☐ Blended/hybrid (50% or more online)

☒ Blended/hybrid (25-49% online)

☐ Other distance education (explain if selected)

Program Contact Information (name, title, telephone number, and email address):
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Institutional Approvals and Dates of Approval (include department through Provost/Chief Academic Officer, President, and Board of Trustees approval):
Department of Education Core Approval: October 2, 2019
Curriculum Committee: October 17, 2019
College of Education Faculty Assembly: October 22, 2019
Educator Preparation Committee: October 31, 2019
Graduate Council: November 1, 2019

Graduate Faculty Assembly: November 26, 2019
Provost: January 15, 2020
President: January 28, 2020
Board of Trustees: Pending approval at March meeting (scheduled March 13-14).

Background Information

State the nature and purpose of the proposed program, including target audience, centrality to institutional mission, and relation to the strategic plan.

The proposed Master of Arts in Teaching in Special Education (Multicategorical) program will provide a graduate-level pathway for teacher certification in Special Education (Multicategorical) to complement the existing undergraduate pathway. With the state teacher shortage, providing multiple, diverse opportunities for a variety of learners to obtain certification is critical. This includes potential candidates such as career changers, recent graduates outside the education field, and school-based para-professionals.

The MAT program at Winthrop University is characterized by a shared focus on high-quality, clinically-based initial teacher preparation. To prepare candidates for the contexts in which they will be teaching, a significant Education Core is common to all students seeking the MAT degree regardless of the content area. In addition to this common set of courses and experiences, candidates engage in program-based coursework to explore the broad range of knowledge and skills needed. The Education Core includes courses such as working with diverse learners, integrating technology for inclusive classrooms, establishing positive classroom climates, and application of developmental sciences. With Education Core requirements at the graduate level, candidates have a strong common experience. The range in graduate credits is due to the fact that candidates will enter the MAT program with varying levels of past experiences and coursework. Some candidates will enter the program foundational Education Core coursework and experiences as well as program-specific courses that provide candidates with content and experience need to work with students with a variety of exceptionalities. As such, candidates must complete a minimum of 30 credits at the graduate-level but may need additional coursework. Potential candidates receive one-on-one advising to establish individualized graduation plans that are flexible in nature, while maintaining consistency in expectations needed to fulfill program, certification, and Specialized Program Association (SPA) or state requirements. The focus on an Education Core in the MAT program and aligned content/experiences for all initial teacher preparation candidates was a celebrated aspect of a recent Council for the Accreditation of Educator Preparation (CAEP) visit in December 2019.

This program aligns directly with Winthrop's mission statement, namely: "Winthrop students acquire and develop knowledge, skills, capabilities and values that enrich their lives and prepare them to meet the needs and challenges of the contemporary world, including the ability to communicate effectively, appreciate diversity, work collaboratively, synthesize knowledge, solve complex problems and adapt to change." Furthermore, this program contributes toward two crucial aspects of the Winthrop Plan:

> 1.2. Enrich our academic program mix by developing new and innovative programs (degree programs, certificate programs, continuing education programs) and by refining existing academic programs to meet the emerging needs and interests of diverse student populations and the community.

> 2.1. Develop new programs and enhance current ones that have the potential to be national models.

Assessment of Need

Provide an assessment of the need for the program for the institution, the state, the region, and beyond, if applicable.

The annual Supply and Demand report published by the Center for Educator Recruitment, Retention, and Advancement (CERRA) shows that the landscape in teacher supply and demand is still problematic in the state although some improvement was seen overall for 2019-2020. The reduction in teacher demand and turnover was directly influenced by a deduction in teacher retirements due to changes in employment terms for individuals that worked within the state after retirement. However, as evidenced by the data from the 2019-2020 report, the state continues to have 555.5 overall vacancies with approximately 19% special education teachers (all levels). The raw number of vacancies in special education classroom is growing even though the state picture improved some in 2019 – 2020. These problems are even greater in high need, rural districts where teacher retention rates continue to represent a pressing issue. With a recent Teacher Quality Partnership grant, Winthrop plans to expand opportunities for innovative teacher certification pathways in three rural districts. These include an undergraduate program, B.S. in Educational Studies, followed by a Master of Arts in Teaching.

	Number of Newly Hired Teachers	**Educators Leaving SC Classroom**	**Vacant teaching positions**	**SPED Vacancies**	**Newly Hired Teachers from SC TEd Program**	**Newly Hired Teachers from out-of-state TEd Program**
2017-18	7311	4734	549.5	96	1537.4	529
2018-19	7600	5401	621	105	1833	570.5
2019-20	6700	4980	555.5	107	1526	461.5

Supply and Demand Report 2017-2018 (CERRA, 2018) (https://www.cerra.org/uploads/1/7/6/8/17684955/2017-18_supply_demand_report.pdf)
Supply and Demand Report 2018-2019 (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).
Supply and Demand Report 2019-2020 (CERRA, 2019) (https://www.cerra.org/uploads/1/7/6/8/17684955/2019-20_supply_demand_report.pdf)

Transfer and Articulation
Identify any special articulation agreements for the proposed program. Provide the articulation agreement or Memorandum of Agreement/Understanding. Not applicable.

Employment Opportunities

Occupation	**State Expected Number of Jobs**	**State Employment Projection**	**National Expected Number of Jobs**	**National Employment Projection**	**Data Type and Source**
Teaching (certified) (Special Education)	5,690 (jobs in 2018-2019)	9.3% increase from 2017-18	491,600	3.5% increase by 2028	U.S. Bureau of Labor Statistics

Supporting Evidence of Anticipated Employment Opportunities

Provide supporting evidence of anticipated employment opportunities for graduates.

Multiple sources highlight the projected need for teachers. *U.S. Bureau of Labor Statistics* (2019) illustrate a nationwide shortage with even more dire conditions in South Carolina (8.5% one-year increase) (https://www.bls.gov/emp/tables/occupational-projections-and-characteristics.htm). The Center for Educator Recruitment, Retention, and Advancement (CERRA) annual Supply and Demand Report (CERRA, 2019) highlights the continued increase in teacher attrition (73%) since 2011 (https://www.cerra.org/uploads/1/7/6/8/17684955/2018-19_supply_demand_report_update_jan_16.pdf).

Description of the Program

Projected Enrollment (new students)

Year	Fall Headcount	Spring Headcount	Summer Headcount
2020-2021	3	2	2
2021-2022	3	2	2
2022-2023	3	3	2
2023-2024	4	4	3
2024-2025	5	3	4

Explain how the enrollment projections were calculated. Enrollments were calculated using historical data of students requesting graduate certification programs, the number of residents supported through the Teacher Quality Partnership grant, and students predicted to enter the program after completing undergraduate degrees in fields such as the B.S. in Educational Studies or psychology. A predicted enrollment increase of both new and transfer students occurs each year as information disseminates through the region and state. With Winthrop University's recent Teacher Quality Partnership grant, enrollments will increase steadily over the next five years (with available residency stipends) and then begin "level off" in 2023-2024. Because of program flexibility, students can graduate in a range of 12 to 24 months.

Besides the general institutional admission requirements, are there any separate or additional admission requirements for the proposed program? If yes, explain.

☒Yes

Minimum undergraduate GPA of 3.0 on 4.0 scale or official test scores for either GRE (151 verbal/153 quantitative) or Miller Analogies Test (392)

☐No

Curriculum

New Courses
List and provide course descriptions for new courses.

No new courses are needed for this program.

Total Credit Hours Required: 43-55

Curriculum by Year – SPED

Due to flexibility of this program, this plan assumes the student in question has little or no undergraduate coursework related to the licensure program. However, courses included as part of the Educational Studies Major at Winthrop and/or could be found in some undergraduate degree programs are noted in italics. All semester hour totals are calculated to include all possible coursework needed.

Course Name	Credit Hours	Course Name	Credit Hours	Course Name	Credit Hours
Year 1, Fall		**Year 1, Spring**		**Year 1, Summer**	
				EDCO 600: Teaching in a Democracy	3
				SPED 510: PBIS for the Classroom Teacher	3
				SPED 681: Introduction to Special Education	*3*
Total Semester Hours		**Total Semester Hours**		**Total Semester Hours**	**9**
Year 2, Fall		**Year 2, Spring**		**Year 2, Summer**	
READ 635: Basic Literacy Diagnostics and Instructional Practices	3	*EDCO 601: Psychology Applied to Teaching*	*3*	*READ 645: Content Area Reading and Writing*	*3*
EDUC 531: Teaching Elementary and Secondary Mathematics	3	*SPED 585: Methods of Teaching LD, ED, ID, and ASD*	*3*	SPED 591: Assessment in Special Education	3
SPED 561: Characteristics of Children with Learning Disabilities	*3*	*SPED 583: Children with Behavioral and Emotional Problems*	*3*		
SPED 582: Characteristics of Children with ID and Autism Spectrum Disorders	*3*	SPED 691: Practicum	1		
Total Semester Hours	**12**	**Total Semester Hours**	**10**	**Total Semester Hours**	**6**
Year 3, Fall		**Year 3, Spring**		**Year 3, Summer**	
READ 620: Literacy Strategies for Struggling Learners	3	EDCO 690: School Internship	7		
READ 605: Literacy Foundations	*3*	EDCO 695: Education Capstone	1		
EDCO 602: Technology for the 21st Century Classroom	2	SPED593. Professional Ethics in Special Education	1		
SPED 692: Internship I	1				
Total Semester Hours	**9**	**Total Semester Hours**	**9**	**Total Semester Hours**	

Core Coursework		19-28
EDCO 600	Teaching in a Democracy	3
EDCO 601*	Psychology Applied to Teaching	0-3
EDCO 602	Technology for the 21st Century Classroom	2
SPED 591	Assessment in Special Education	3
SPED 510	PBIS for the Classroom Teacher	3
READ 645*	Content Area Reading and Writing	0-3
SPED 585	Methods of Teaching LD, ED, ID, and ASD	0-3
EDCO 690#	School Internship	7
EDCO 695	Education Capstone	1

Content Pedagogy Coursework		6
EDUC 531	Teaching Elementary and Secondary Mathematics	3
SPED 691	Practicum	1
AREA 592 or 692#	Internship I	1
AREA 593 or 693	Area Capstone/Seminar	1

AERA Requirements		18-21

Candidates will have varying course needs based on past content experiences. Specific Winthrop coursework or a category of coursework indicate the knowledge and experiences expected by completion. The exact hours required depends on the individuals coursework prior to enrolling in MAT

Special Education

READ 605	Literacy Foundations	3
READ 635	Basic Literacy Diagnostics and Instructional Practices	3
READ 620	Literacy Strategies for Struggling Learners	3
SPED 681*	Introduction to Special Education	3
SPED 561	Characteristics of Children with Learning Disabilities	3
SPED 582	Characteristics of Children with ID and Autism Spectrum Disorders	3
SPED 583	Children with Behavioral and Emotional Problems	3

Minimum Hours for Graduation	30

* Courses for which the candidate has appropriate undergraduate experience can be waved with prior approval and a minimum of 30 credits at the graduate level.
# Many courses require field-based experiences, but some require students to follow P-12 district calendar that begin before and extend beyond the Winthrop Calendar.

Similar Programs in South Carolina offered by Public and Independent Institutions
Identify the similar programs offered and describe the similarities and differences for each program.

Program Name and Designation	Total Credit Hours	Institution	Similarities	Differences
MAT Special Education	45	Clemson	Allows flexibility in program hours; similar degree requirements; residency option available	Clemson website notes that they are not accepting applications for 2020-2021
MAT Special Education	48-60	USC-Columbia	Field-based curriculum	USC's focus primarily on career changers; students choose specific disability area
MAT Special Education (ID and LD options)	36-61	Converse College	Allows flexibility in program hours; Field-based curriculum	Single category focus; Residency option not apparent

Faculty

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
assistant full time	EDCO 600, EDCO 690, EDCO 695, AREA 592/692 (supervision)	Masters 1995 USC-Educational Administration; PhD 2016 USC-Educational Administration	K-8 Elementary certificate
assistant full time	EDCO 601, EDCO 610, EDCO 605, SPED 681, SPED 591	PhD 2016, University of North Carolina Charlotte-Special Education; 2010 Graduate Certificate, UNCC-Special Education-General Curriculum; 2006 MS College of St. Rose-School Psychology	P-12 SC certificate School Psychologist; Fundamentals of College Teaching UNCC; Heling Early Literacy w/ Practice Strategies (HELP)
assistant full time	EDCO 610, SPED 581/582/583, SPED 585	MEd 2010, Seoul National University of Education-Elementary & Special Education; 2014, University of Texas-Special Education	National Teachers Certificate, Elementary Education, Seoul Korea
associate full time	EDCO 660	MEd 1987, University of North Carolina at Charlotte-Secondary Education; PhD 1998, University of Virginia-Curriculum & Instruction	ACAD 101 Certificate of Qualifications
associate full time	MLED 531, MLED 600, MLED 610, MLED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MA 1995 Ohio State University,-Mathematics Education; MA 1995 Ohio State University-French; PhD 2002, Ohio State University- Math Education	Gr 6-12 Math cert, C&I Specialist, K-12 French K-12 EDL
professor full time	READ 605, READ 570/580	MS 1999, Florida State University-Special Education; EdD 2007, Florida Atlantic University-Exceptional Student Education	FL K-12 Exceptional Student Education; ESOL Endorsement; Certification for a Local Education Agency (LEA)

Rank and Full- or Part-time	Courses Taught for the Program	Academic Degrees and Coursework Relevant to Courses Taught, Including Institution and Major	Other Qualifications and Relevant Professional Experience (e.g., licensures, certifications, years in industry, etc.)
professor full time	EDUC 531, SPED 681, SPED 561, SPED 582/583, SPED 585, SPED 591, SPED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 1999, University of Florida-Special Education; PhD 2001, University of Florida-Special Education	2018 Online Course Design, Wiley Education Services; 2018 Online Facilitator, Wiley Education Services; 2011 Gifted Education, Winthrop University; 2008 English Language Learners, Winthrop University, 2006-2007 Human Experience communications course training; 1999-2002 Florida Teaching Certificate (Varying Exceptionalities); 1999 Learning Strategies Training; 1999 SRA Training; 1994-1999 Virginia Teaching Certificate (3 endorsements: ED, ID, LD)
assistant full time	EDCO 610, SPED 510, SPED 681, SPED 561, SPED 582/583, SPED 585, SPED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MEd 2005, Western Carolina University-Special Education; Certificate 2013, Western Carolina University-School Administration; PhD 2018, University of North Carolina at Charlotte-Special Education	NC certificates: 2013 K-12 Principal, 2005 Master's Severe and Profound Intellectual Disabilities, 2002 Intellectual and Learning Disabilities; 2006 National Board Certification, Special Education
associate full time	EDCO 602, EDCO 605	MLIS, 1995, University of South Carolina, Library and Information Science; PhD 2008, University of South Carolina, Educational Psychology and Research	NC License, Media Specialist; SC License, Media Specialist
assistant full time	EDCO 602, READ 605, AREA 592/692 (supervision), EDCO 690, AREA	MEd 2007, Winthrop University, Reading; PhD 2012 University of North Carolina	SC License, Elementary Education, Read-to-Succeed Endorsement
assistant full time	EDCO 605, EDCO 601	PhD 2017, University of Georgia, Educational Psychology	SC License, Biology
professor full time	SPED 585, 561, 681 READ 615, 616, 620 EDCO 690	PhD 1963, Katholische University, Germany, Applied Linguistics with Concentration in Learning Disabilities	Secondary certification, German and English; International Council of Communication Certification (EFL, ESL)
professor full time	SPED 510, SPED 681, SPED 561, SPED 582/583, SPED 585, SPED 591, SPED 691, AREA 592/692 (supervision), EDCO 690, AREA 593/693 (capstone)	MS in Special Education 1999, John Hopkins University; EdD Special Education Administration 2005, John Hopkins University	Elementary (1-8) and Special Ed (N-12) in Maryland Elementary (K-6), Special Ed (N-12), and Supervision of Special Education in Pennsylvania Certificate in Online Teaching from Online Learning Consortium

Total FTE needed to support the proposed program:
Faculty: .1

Staff: .1
Administration: .1

Faculty, Staff, and Administrative Personnel

Discuss the Faculty, Staff, and Administrative Personnel needs of the program.

Because Winthrop already offers initial teacher preparation in these teaching fields at the undergraduate level, the need for additional faculty is minimal. Currently a search is underway to fill a vacant position in the Special Education program. Additionally, a Special Education/Literacy faculty member will be hired and funded by Winthrop's Teacher Quality Partnership Grant through 2024. It is expected that this position will need to continue.

For Faculty FTE, 15 faculty will participate in delivering this program, 10 of those teaching courses that serve 14 other teacher education programs, one or more other graduate programs, and the four new MAT program pathways proposed; and 5 faculty who teach the Special Education courses. For Staff FTE, a departmental administrative assistant will support the program along with 3 Student Academic Services (SAS), and 3 Rex Institute/Office of Field and Clinical Experiences staff members who also serve a total of 18 teacher education programs and the MAT programs that offer 16 teaching field pathways. For Administration FTE, the Associate Dean/Rex Institute Director supports the Education Core and the MAT with 16 teaching field pathways and the Department of Counseling, Leadership and Educational Studies Chair who supports 7 programs including this MAT pathway. Additionally, the Associate Dean for Assessment and Accreditation and SAS Director along with the Dean support the program in addition to supporting all other programs in the college and the teacher education programs housed in two other colleges.

Resources

Library and Learning Resources

Explain how current library/learning collections, databases, resources, and services specific to the discipline, including those provided by PASCAL, can support the proposed program. Identify additional library resources needed.

No additional resources are needed. The proposed program is supported by current library resources associated with education including multiple databases and journal subscriptions. The department has a dedicated library representative who regularly assesses library needs associated with educational programming and recommends new acquisitions for the library.

Student Support Services

Explain how current academic support services will support the proposed program. Identify new services needed and provide any estimated costs associated with these services.

No additional resources are needed. The College of Education has a dedicated Student Academic Services unit to support student needs related to academic requirements, registration/scheduling, and degree planning**.** The MAT program has a dedicated faculty advisor with load credit for support candidates as with support from the Special Education Program Director.

Physical Resources/Facilities

Identify the physical facilities needed to support the program and the institution's plan for meeting the requirements.

No additional resources are needed. The classroom space is available to accommodate the new program.

Equipment

Identify new instructional equipment needed for the proposed program.

No additional or specialized equipment is needed for this program. The college has an existing Instructional Technology Center and technology-enhanced classrooms.

Impact on Existing Programs

Will the proposed program impact existing degree programs or services at the institution (e.g., course offerings or enrollment)? If yes, explain.

☒Yes

Current Education Core courses and some program methods courses have capacity for additional students thus minimizing impact. Winthrop's Office of Online Learning will be asked to assist in the design of hybrid course delivery to increase flexibility and accessibility of program content. As enrollment grows, additional faculty may be needed as previously highlighted.

☐No

Financial Support

Sources of Financing for the Program by Year

Category	1st	2nd	3rd	4th	5th	Grand Total
Tuition Funding	40,383	166,019	269,861	341,653	393,574	1,211,490
Program-Specific Fees	5,320	5,320	8,360	8,360	9,120	36,480
Special State Appropriation						
Reallocation of Existing Funds						
Federal, Grant, or Other Funding	79,800	79,800	79,800	79,800		319,200
Total	125,503	251,139	358,021	429,813	402,694	1,567,170

Estimated Costs Associated with Implementing the Program by Year

Category	1st	2nd	3rd	4th	5th	Grand Total
Program Administration and Faculty/Staff Salaries	79,800	79,800	79,800	79,800	79,800	399,000
Facilities, Equipment, Supplies, and Materials						
Library Resources						
Other (specify)	5,,320	5,320	8,360	8,360	9,120	3,6480
Institutional Overhead	16153	66408	107,944	136,661	157,430	484,596
Total	101,273	151,,528	196,104	224,821	246,,350	920,076
Net Total (Sources of Financing Minus Estimated Costs)	24,230	99,611	161,917	204,992	156,344	647,094

Budget Justification

Provide an explanation for all costs and sources of financing identified in the Financial Support table. Include an analysis of cost-effectiveness and return on investment and address any impacts to tuition, other programs, services, facilities, and the institution overall.

Tuition funding is calculated using $641 per credit hour, the part-time, in-state graduate tuition rate. Each year's tuition calculation considers from one to three cohorts (first year, second year, third year in the program). For example, in Year 3, it is calculated as $641 per credit hour for 18 credit hours for the 7 students in Cohort 1 (2020-21 start) - $80,766; $641 per credit hour for 28 credit hours for the 7 students in Cohort 2 (2021-22 start) - $125,636; and $641 per credit hour for 9 credit hours for the 11 students in Cohort 3 (2022-23 start) - $63,459 for a total tuition revenue in Year 3 of $269,861.

Program-specific fees include course fees that are collected in EDCO 601, EDCO 602, EDCO 610, and EDCO 690, along with a Teacher Education fee in the amount of $250 collected at the time of admission into the Teacher Education Program (TEP), totaling $760. Students in the MAT program pay these fees one time, when enrolled in these specific courses and at the point of TEP admission; therefore, the program fee totals in the table above are calculated using the number of new students enrolled in the program each year (7 in year 1, 9 in year 2, 12 in year 3, 13 in year 4, and 14 in year 5.

One new position will be needed to support this program. This position will be filled initially through a federal Teacher Quality Partnership Grant that Winthrop was awarded to initiate a teacher residency program. However, beginning fall 2024 (Year 5), that position needs to continue through university funding if enrollment projections are realized. Faculty salary includes fringe.

The MAT program is housed in the Department of Education Core and is supported by the department chair, a faculty member in that department who serves as the MAT program director and secondary advisor, and the Special Education program director in the Department of Counseling, Leadership and Educational Studies. Special Education faculty members will serve as primary academic advisors.

Program-specific course fees ($760 per student) are used specifically to purchase background checks needed for school-based placements; access to Via by Watermark, the learning assessment platform used in Winthrop's educator preparation programs; technology expendable supplies; and the required national capstone assessment (edTPA) fee – listed under Other.

The Institutional Overhead cost is calculated at 40% of the tuition revenue and represents the amount allocated to the general operation of the University – utilities, maintenance, administration, etc.

Evaluation and Assessment

Program Objectives	Student Learning Outcomes Aligned to Program Objectives	Methods of Assessment
Increase multiple stakeholders' (Winthrop faculty and P12 partners) knowledge of the content within and developmental sequence of, Education Core courses and their corresponding field experiences. Ensure stakeholders perceive this information to be transparent and accessible to all.	1. Candidates will integrate learning across Education Core and content coursework in progressively more complex field and clinical experiences. 2. Candidate apply skills to an authentic teaching episode that requires planning, instruction, analysis of data, and attention to needs of a diverse student body.	Survey results from the Core Advisory Board Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA
Infusion of culturally responsive pedagogy along a developmental continuum within the Core and establishment of a set of corresponding assessments that evaluate the degree to which students have this spectrum of competencies at multiple junctures within their learning progression.	1. Education Core students will apply the principles of culturally responsive pedagogy to their personal and classroom-based practices. 2. Students will apply their knowledge of differentiating instruction to optimally meet the needs of diverse learners.	Culturally Relevant Pedagogy Reflection Learner Support Project Diverse Learner Case Studies Early Clinical Rubric Field Experience Rubric Internship I and II Rubric edTPA
Provide the content and educational preparation necessary to serve as a certified teacher in the primary concentration area.	1. Education Core students will analyze the validity, reliability, and appropriateness of assessments and alignment with learning goals. 2. Candidate will meet state mandated performance on certification tests and other requirements. 3. Candidates will meet program specific requirements as defined by state and national standards	Artifact Analysis Key Assessment Program Specific SPA Assessments Field Experience Rubric Internship I and II Rubric edTPA
Prepare candidates for the professional and content-specific expectations of contemporary and diverse school settings.	1. Students will demonstrate professional behaviors, which include perseverance when confronted with obstacles and challenges intrinsic to the workplace.	Self- and Faculty-Dispositional Evaluations

Explain how the proposed program, including all program objectives, will be evaluated, along with plans to track employment. Describe how assessment data will be used.

Programs annually examine key assessment data as part of the Continuous Improvement process established by the university. Through this process, the program reports on the both program goals and student learning outcomes through direct and indirect measures (see list above) and relates results to program specific targets for performance. The program is also part of the accreditation processes associated with CAEP and will complete a specialized

program association review for recognition. To track employment candidates will complete an Exit Survey that asks for immediate post-graduation plans and collects more permanent contact information to allow for follow-up contact. Finally, many graduates are employed in SC schools and EPPs have some placement information through the SCLEAD database.

Accreditation and Licensure/Certification

Will the institution seek program-specific accreditation (e.g., CAEP, ABET, NASM, etc.)? If yes, describe the institution's plans to seek accreditation, including the expected timeline.

    ☒Yes

With the addition of graduate-level options in current areas of certification, linked reports that disaggregate data by level will be required in future SPA/state/CAEP review cycles.

    ☐No

Will the proposed program lead to licensure or certification? If yes, identify the licensure or certification.

    ☒ Yes - Special Education

    ☐No

Explain how the program will prepare students for this licensure or certification.
Certification in Special Education exists at the undergraduate level therefore the supports in place for content and pedagogy preparation are in place and sufficient to meet the needs of new MAT candidates.

If the program is an Educator Preparation Program, does the proposed certification area require national recognition from a Specialized Professional Association (SPA)? If yes, describe the institution's plans to seek national recognition, including the expected timeline.

    ☒ Yes

Special Education is an existing certification area at the undergraduate level and has achieved SPA accreditation. With the addition of this graduate-level initial preparation option, linked reports that disaggregate data by level will be required in future SPA/CAEP review cycles.

    ☐No

New Program Proposal
SCDE Addendum
Winthrop University Master of Arts in Teaching (MAT) Special Education
February 2020

State Requirements

The addition of a concentration for Special Education certification within the MAT program does not affect any regulation related to the *Standards, Policies, and Procedures for South Carolina Educator Preparation Units*. This program aligns with the existing BS in Special Education

Note all following state guideline language is quoted from the *Standards, Policies, and Procedures for South Carolina Educator Preparation Units* (https://ed.sc.gov/educators/educator-preparation/educator-preparation-units/accreditation/policies-and-regulations/standards-policies-and-procedures-for-south-carolina-educator-preparation-units/).

Expanded Assisting, Developing, and Evaluating Professional Teaching (ADEPT) System

State Guideline:
- *The EPP's assessment system for initial educator preparation effectively incorporates the Expanded ADEPT system and South Carolina Teaching Standards 4.0 Rubric.*
- *The EPP's assessment system for advanced educator preparation programs, when appropriate, effectively incorporates the Expanded ADEPT system.*
- *The EPP effectively implements the Expanded ADEPT system in course work and in field and clinical experiences.*
- *The EPP maintains an approved ADEPT plan with the SCDE Office of Educator Effectiveness and Leadership Development and submits all required candidate results in SCLead by required annual reporting deadlines.*

The EPP has an approved ADEPT plan on file with the South Carolina Department of Education that describes how it meets all Expanded ADEPT standards for all initial teacher preparation programs and advanced educator preparation programs, when appropriate.

The EPP provides evidence that components of the Expanded ADEPT system are incorporated throughout coursework and in field and clinical experiences pursuant to S.C. Code Ann. § 59-26-30 and § 59-26-40 and 24 SC Code Ann. Regulations § 43-205.1. The provider's assessment system includes analysis of the Expanded ADEPT performance evaluation data of program completers in professional practice, and the EPP provides evidence that the analysis of completer performance data is used to inform program improvement

Winthrop University's teacher preparation programs, including the modified MAT-SPED, is compliant with the state requirement for ADEPT. The Core Education coursework (EDCO) that is common to all teacher education programs is aligned with the ADEPT performance standards. Further, the Internship I and II experiences and associated assessments are fully and directly aligned with ADEPT guidelines and the SC Teaching Standards 4.0 to ensure that candidates completing the program are meeting these expectations for graduation and recommendation for certification.

PADEPP (If applicable)

Not applicable

EEDA

State Guideline: *Educator preparation units must provide assessment evidence to indicate that all candidates enrolled in educator preparation, school guidance counseling, and education administration programs possess the knowledge, skills, and dispositions to integrate the following into the PK–12 curriculum: career guidance; cluster study; curriculum frameworks; individual graduation plans; the instruction of students with diverse learning styles; the elements of the Career Guidance Model; contextual teaching; cooperative teaching; and character education. Institutions must also prepare and assess all candidates in the use of applied methodologies in PK–12 academic courses.*

Before the start of the Internship experiences, the EEDA legislation is discussed and reviewed with all candidates. Prior to this time, topics are incorporated as appropriate in the EDCO coursework. Assessments before and during Internship are aligned with the expectations to ensure that all Winthrop candidates that complete the Internship and are recommended for certification possess the knowledge, skills, and dispositions to integrate elements as P-12 teachers.

Educator Ethics and South Carolina Code of Conduct

Throughout coursework, field experiences, and internships, preparation programs must provide all candidates with instruction in ethical principles and decision aligned with the Model Code of Ethics for Educators. The principles in the Model Code include:
- *Responsibility to the Profession (P1)*
- *Responsibility for Professional Competence (P2)*
- *Responsibility to Students (P3)*
- *Responsibility to the School Community (P4)*
- *Responsible and Ethical Use of Technology (P5)*

Initial preparation pathways include consideration of and instruction for appropriate professional conduct and ethical decision making across the curriculum. The labels above (P1-P5) are used to highlight the specific links to the principles.

As early as the first education course candidates begin to develop analysis skills to consider how practice impacts the learning environment (P1 and P3). This early introduction is followed by a series of field-based experiences that focus on a single learner (with an identified characteristic) within the context of a general education classroom. These experiences are paired with course-based content that works deliberately to develop an asset perspective and requires candidates to incorporate the cultural, learning, or personal assets and needs in lesson planning (P3). The Early Clinical Rubric is focused on the dispositions and professional behaviors the candidate is demonstrating at this early stage in the program. This includes

items that focus on types of interactions (P2), recognition of individual needs (P3), compliance with appropriate rules and standards of conduct (P1 and P2), demonstration of professional responsibility (P1 and P4), and acceptance of feedback (P1 and P2). Key assessments also examine instructional choices (P3), use of the strategies examined in the course (P1 and P3), and understanding of the cultural context (P4). Finally, through the introductory course in assessment the candidates are considering how choices must consider the needs of the learner (P2 and P3) and the standards/curriculum (P1).

As the candidate moves into the coursework after admission there are more responsibilities for the design of content lessons that continue to use appropriate strategies that address the discipline and learner needs (P1, P2, and P3). Due to the extended time in the school, the candidate able to further consider the school and community culture while learning to collaborate with additional school personnel (P1, P2, and P4). Finally, candidates are also increasing their use of technology while ensuring their safe and appropriate application (P5). The Field Experience Rubric includes all areas mentioned previously in the early clinical, but now the teacher candidate has more responsibility for selection of strategies for diverse learners (P3), use of content specific strategies (P1), maintaining professional behaviors and cooperation (P1, P2, and P4), and reflecting on impact for the purpose of improvement (P1 and P2).

Through the Internship evaluations all previous areas are expected at a higher level of competence. Candidates at this stage must consider the profession and discipline in light of the school in which they are placed as junior faculty members (P1, P2, and P4), ensure they are making choices that have a positive impact on each and every learner (P3), and use technology to positively impact learning in a safe and ethical manner (P5). The edTPA reinforces these skills through the requirements and professional skills required to complete the tasks. Finally, candidates are engaged in a capstone experience (EDCO 695) that examines the profession of teaching, rules/regulations/processes that govern decisions, and the ethical responsibilities of all members of the school.

The EPP notifies candidates of the fingerprint-based criminal background check requirements in SC Code Ann. § 59-25- 115, SCDE timelines for completion of the application and clearance process, and of the potential adverse impact of criminal charges on approval for student teaching and eligibility for certification.

Background requirements are included as early as orientation discussions with new teacher preparation students. In the first semester, candidates are engaged in a background check that includes a sex offender registry check as required by local schools. This serves as a basis for further conversations of the more extensive review (including finger printing, SLED, and FBI) in the summer before the Internship year. Information is provided on the Student Academic Services and Rex Institute websites as well as targeted messages sent to candidates through application processes and email communication. The Educator Services Coordinator follows up with all candidates to ensure compliance.

The provider informs candidates in writing of the South Carolina Code of Conduct as established in S.C. Code Ann. § 59- 25-160 and Regulation 43-58, including just cause for disciplinary action.

The SC Code of Conduct is included as a resource and the basis for all discussions of professional and ethical behavior across the preparation programs. Teacher Candidates are required to review in writing

the full document during the application to the Teacher Education Program. Candidates acknowledge this review and an understanding of the expectations within the application system.

South Carolina Safe School Climate Act

State Guideline: *Educator preparation units must provide evidence that candidates in all certification programs possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in schools.*

All Winthrop University teacher candidates are exposed to the *Safe School Climate Act* during a course prior to Internship II (aka student teaching) which ensures that the programs comply with this expectation. Specially, SPED 510 PBIS for the Classroom Teacher provides instruction with aligned assessments that address the *Safe School Climate Act* requirements.

PreK-12 Academic Standards

State Guidelines: *Educator preparation units must provide evidence that candidates in all certification programs know, understand, and can apply South Carolina PK–12 Academic Curriculum Standards in the area in which they seek to be certified.*

All candidates from Winthrop University meet this expectation as evidenced through a number of experiences, requirements, and assessments. First, all candidates have a required set of content coursework specifically selected in a collaborative process between content specialists, content education specialists, and the education core faculty to target college-level content directly related to appropriate disciplinary standards and the content knowledge required for success on the certification exam. All candidates also complete three intensive field-based experiences (after a number of early experiences in EDCO coursework) that require candidates to demonstrate knowledge of the required content they teach as well as the ability to design and deliver lessons based on the state standards. Finally, candidates must demonstrate the ability to design and use assessment aligned with state content standards throughout these more intensive field-based experiences (Field Experience, Internship I, and Internship II).

Admission Requirements- Initial

State Guideline: *All initial and advanced educator preparation programs at the graduate level must present evidence that they have admission requirements similar to other graduate programs at the same institution. Candidates for admission must present evidence of*
- *academic proficiency as defined by the graduate school of the institution; and*
- *a statement of disclosure concerning all prior convictions to include felonies and misdemeanors.*

Admission requirements for candidates in the MAT-SPED are in line with the general admission guidelines set by the Graduate School and like programs in the college. Specifically candidates must have an undergraduate cumulative GPA of a 3.0 or be in the top 50th percentile (as required by the accrediting body) on the GRE or Miller's Analogy Test.

In addition to admission requirements to the university, all Winthrop University teacher candidates at the graduate level must meet the stated state guidelines in advance of enrollment in restricted coursework. This occurs during the semester in which the candidate is enrolled in the 12th credit hour. The graduate candidates is reviewed for admission to the Teacher Education Program by submitting an application through the online admissions portal. The candidate indicates current GPA; acknowledges understanding of the *Standards of Conduct;* and submits a reflection on dispositional strengths and areas for improvement. Candidates as appropriate must also disclose any legal or on campus offense as required by the mandate. Candidates watch a series of videos on expectations of the program and participate in an early informational meeting during the first EDCO course. Staff in the Office of Student Academic Services review and verify a candidate has met minimum requires. A disciplinary specific program committee reviews applications (including the dispositional reflection) and makes a recommendation for admission. Candidates who fail to meet expectations on the reflection can revise and resubmit. The recommendation for admission is then forwarded to the college dean to be finalized. The candidate must then maintain a GPA of at least 3.0 to remain eligible for restricted coursework and applies for admission to both internship experiences.

Field and Clinical Experiences, including number of hours and integration of ADEPT and/or PADEPP

State Guidelines (paraphrased):
- *Teacher education candidates at the initial undergraduate level complete a minimum of 100 hours of field experiences in multiple and diverse settings prior to their clinical experience (student teaching).*
- *Teacher education candidates have an intensive, continuous clinical experience in a public school in the state of South Carolina.*
- *The clinical experience must be the equivalent of a minimum of twelve weeks or sixty full days.*
- *The candidate must teach independently a minimum of ten full days in one setting.*
- *During the clinical phase, the candidate adheres to the daily schedule of the cooperating teacher including activities such as bus duty, faculty meetings and parent conferences.*
- *Each candidate is supervised by one or more institutional clinical faculty who has preparation in both the supervision of education and in the teaching area of the candidate and is ADEPT-trained.*
- *Each candidate must be supervised by one or more school-based clinical faculty (the cooperating teacher) who is trained in the ADEPT system.*
- *Each candidate must receive formative ADEPT evaluations and assistance from both their institutional clinical faculty and their school-based clinical faculty.*
- *Each candidate's background must be screened and approved through a SLED check prior to participation in any field experience.*
- *Each candidate's background must be reviewed and cleared by SLED and the Federal Bureau of Investigation prior to clinical practice.*
- *Each candidate must be advised that prior arrests or convictions could affect ability to complete the clinical experience and qualify for certification in South Carolina.*

Although the Winthrop University program includes field and clinical experiences across all terms of study, the Internship II (aka student teaching) is compliant with the expectations stated in the regulations. Candidates are placed in a classroom in the appropriate content area and/or grade band within a SC public school in the Winthrop University-School Partnership Network. Each candidate is assigned a classroom mentor (non-evaluative) who has at least three years of successful teaching, holds a profession certificate in the appropriate level and content area for at

least one year, and has positive recommendations from both a school administrator and peer. The candidate is also assigned a Winthrop University Supervisor that is an education professional with specific content and grade level experience who serves as the primary evaluator for the experience. Finally, a second school-based observer (many times a school administrator) serves as a second evaluator for the experience. Winthrop offers ADEPT training each fall for individuals in all roles as needed and the vast majority of school-based mentors and observers have completed the two-day CERRA mentor training.

All candidates are placed in the classroom full-time for approximately 15 weeks. Candidates follow the school calendar from the start of teacher work schedules until final exam week. When necessary, a candidate can use the two weeks of final exams to make-up any excused absences. This experience is longer than the required duration and exceeds the required number of hours. Further, the candidates have been junior faculty (candidates in some disciplinary groups remain in a single placement while others move to accommodate disciplinary specific needs) since the start of the school year and therefore are able to move into the lead teacher role early in the 15-week experience.

Formative feedback from the mentor teacher is on-going, but at least six formal formative observations with pre and post discussions are required and written feedback is provided on the university observation form designed around the ADEPT expectations. University supervisors are required to complete three formal observations with written feedback on the observation form used by the mentor. At least one of these must include a pre and post discussion with the teacher candidate. All must include post-observation feedback. At least one observation must be unannounced. The Supervisor completes a midterm and final evaluation that includes self-evaluation from the teacher candidate (facilitated with the mentor) and observational feedback from the site-based observer. A formal evaluation meeting for each of these is required. The site-based observer conducts at least two formal evaluations using the same observation form that addresses ADEPT expectations. One of the two is unannounced. A post-conference is required each time and feedback is provided to both the mentor, supervisor, and teacher candidate. Copies of the observation feedback is provided to the teacher candidate and supervisor.

Winthrop University Interns are required to be cleared through the student teaching application process well in advance of the start of the Internship II experience as required by the state process. This procedure includes the state application, application fee, finger printing, and background reports from SLED and the FBI. This process also includes disclosure of any incidences that could affect ability to complete the student teaching experience.

Eligibility for Initial Certification

State Guideline: *Educator preparation units are responsible for recommending program completers for South Carolina certification. The recommendation from the unit indicates that the candidate has successfully completed all requirements of an approved program.*

Winthrop's MAT-SPED meets content expectations as defined by Specialized Program Associations or state guidelines. The BS in Special Education has been recognized program by CEC. Content coursework may be taken at either the undergraduate or graduate level to best facilitate the appropriate coursework. At admission to the university, disciplinary education experts review a candidate's past coursework to determine a personalized degree pathway that aligns with the requirements from a transcript analysis process as defined in CAEP guidelines.

Annual Reports (AACTE/CAEP and Title II submission)

The EPP submits an EPP Annual Report to the appropriate entity/agency, as requested.

The EPP is current on all Title II, CAEP Annual Reporting, CHE Reporting related to pass rates on certification exams, certification candidate uploads in *SCLead*, and ADEPT Plans.

The EPP submits a Title II report to the US Department of Education annually.

The EPP fully participates in the Title II process and is current on all related reporting.

Professional Development Courses (if applicable)

Not applicable

Experimental or Innovative Programs (if applicable)

Not applicable

Read to Succeed

All candidates enrolled in pre-service teacher education programs, including MAT degree programs, must complete a sequence in literacy that includes a school-based practicum and ensures that candidates grasp the theory, research, and practices that support and guide the teaching of reading. Candidates in Early Childhood Education, Elementary Education, and Special Education programs should receive instruction in the six components of the reading process as part of Read to Succeed requirements. The six components of reading include:
- *comprehension;*
- *oral language;*
- *phonological awareness;*
- *phonics;*
- *fluency; and*
- *vocabulary.*

Each provider should review the program-specific Read to Succeed requirements as noted in S.C. Code Ann. § 59-155-180 for other programs.

The EPP provides evidence to verify that requirements of Read to Succeed are met for each approved program.

The EPP provides evidence that all implemented Read to Succeed coursework has been approved by the SCDE to meet SC Literacy Competency requirements.

All pathways for certification are in full compliance with the Read to Succeed course requirements and the EPP has approved coursework on file with the appropriate offices at the State Department of Education. These courses and requirements for MAT-SPED include:

READ 605	Literacy Foundations
READ 570	Instructional Methods and Assessment I
READ 580	Instructional Methods and Assessment II
READ 645	Content Area Reading and Writing

Parental Involvement

Candidates in all certification areas must know, understand, and be able to apply parental involvement best practices. Candidates should be instructed how to work with parents of students in grades pre-K through grade 12, the education community, including parental program coordinators. As part of this training, candidates should know how to:
- *use practices that are responsive to racial, ethnic, and socio-economic diversity, and are appropriate to various grade-level needs;*
- *establish and maintain a parent-friendly school setting;*
- *provide an awareness of community resources that strengthen families and assist students to succeed; and*
- *utilize knowledge of other topics appropriate for fostering partnerships between a parent and a teacher.*

Through the professionalism expectations, attention to diverse student/family needs, and examination of contextual factors at the classroom, school, and community levels, candidates in all programs have a solid foundation to support appropriate work with families and communities. During the year-long Internship, initial preparation candidates are required to be involved in parent-teacher meetings and participate in other forms of communication with families. Further, the candidates are engaged with various school personnel and partners that facilitate community connections. Ability to work and collaborate with these various stakeholders is assessment by the Internship evaluation. Developmental feedback has been provided through the various field and course assessments.

National Accreditor and SPA Standards, and Assessments

The MAT-SPED will reviewed during the next cycle of national or state reviews. The dates below indicate the current recognition for the corresponding undergraduate programs. Due to the alignment between all initial preparation programs at Winthrop, these programs intend to submit linked reports using common assessments for SPA and state disciplinary standards.
Special Education recognized by CEC until 02/01/2023

Context

Descriptions of any state or institutional policies that may influence the application of standards.

The South Carolina Department of Education Policy Guidelines for Educator Preparation are closely aligned with CAEP standards. However, the state does impose additional requirements for educator preparation units at the initial preparation level. All candidates must: (a) know, understand, and can apply the appropriate South Carolina P-12 academic standards, (b) possess the knowledge, skills, and dispositions to integrate the EEDA (Education and Economic Development Act) standards, and (c) possess the knowledge, skills, and dispositions to identify and prevent bullying, harassment, and intimidation in the schools. All preparation units must integrate the South Carolina ADEPT guidelines throughout candidate coursework and field/clinical experiences and provide evidence that all candidates meet the SC Teaching Standards 4.0. Because of this state requirement, Internship I and II midterm and final evaluations are structured to address both the SC Teaching Standards 4.0 and the disciplinary standards. Regarding the application of institutional policies to the implementation of the standards, the EPP uses a common assignment for assessment of P-12 learning, edTPA. edTPA is completed during Internship II. The assignment is a comprehensive performance-based, multifaceted assessment involving teaching and measuring P-12 learning through pre-post and on-going assessments. edTPA employs a set of common rubrics. Most professional organizations have review edTPA and provide common links to disciplinary standards.

Descriptions of 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.
The MAT-SPED provides a well-integrated set of field experiences throughout EDCO and disciplinary specific education coursework. Core courses taken by all teacher education candidates provide approximately 220 hours of field experiences in P- 12 school settings prior to student teaching (Internship II), which is 640 hours, for a total of approximately 860 hours. The program includes a Year-Long Internship in the senior year (Internship I and II). The section below provides a description of the early field and internship experiences.

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
EDCO 601: Psychology Applied to Teaching	First two semesters	15 hours	Tutoring program at the Boys and Girls Club	Work one-on-one with a student who has been identified as low SES	Field Reports

Learner Support |
| Field Experience Course (SPED 691) | One or two semesters before Internship I

Included in Ed Studies Minor | 20-60 hours | Program specific scheduling in conjunction with Office of Field and Clinical Experiences, Program Director, Candidate, and/or Host | Apply competencies from Education Core with program-based knowledge, skills, and dispositions.

Candidate engages in engages in explorations of planning, instruction, environment, and professionalism. | Field Experience Rubric |

Core Course	Approximate Timing	Number of Field Hours	Scheduling	Nature	Evaluation
SPED 510: PBIS for the Classroom Teacher	With Field Experience	12 Hours	Scheduled in settings based on time of enrollment	Plan (using UDL Principals) and teach lesson in which a social skill is integrated within a content lesson.	Select questions on professionalism from Field Experience Positive Behavioral Interventions and Support Plan Field Placement Video Assessment
EDCO 602: Technology for the 21st Century Classroom	With Internship I	12 Hours	Scheduled in conjunction with the more extensive time required for Internship I	Co-plan and teach a lesson in which technology is used by the K-12 student to develop content understanding appropriate for the age group assigned.	Field Experience Rubric with supplemental questions Technology Integration Portfolio
SPED 692: Internship I	Fall final year	2 to 2.5 days per week with full days before WU is in session and after finals.	Scheduled by program in coordination with mentor	Co-teaching and planning on a regular basis	Internship I Observation form to inform Internship I Rubric
EDCO 690: School Internship	Final Semester	Full-time student teaching experience	Full-time from January through final exams	Co-teaching and planning on a regular basis with some time where they are the primary instructor	Internship II Observation form to inform Internship II Rubric

* Scheduled individually refers only to day and time for visits. The candidate is assigned a school, classroom, and host teacher that meet EPP expectations.

List of assessments

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
Assessment #1: Licensure assessment, or other content-based assessment	Praxis Subject Assessment	State Licensure Exam	Before EDCO 690
Assessment #2: Content knowledge in special education	Transcript Analysis	Course Grades	At admission to university and before EDCO 690

Type and Number of Assessment	Name of Assessment	Type or Form of Assessment	When the Assessment Is Administered
Assessment #3: Candidate ability to plan appropriate teaching and learning experiences	edTPA	Teacher Performance Assessment	SPED 593
Assessment #4: Student teaching or internship	Internship Evaluation	Evaluations of Student Teaching	EDCO 690
Assessment #5: Candidate effect on student learning	FBA/BIP Project	Project	SPED 510
Assessment #6: Additional assessment that addresses standards	Collaboration Project	Field-based Project	SPED 681

Relationship of assessments to standards

	#1	#2	#3	#4	#5	#6
Initial Preparation Standard 1: Learner Development and Individual Learning Differences	X	X	X		X	
Initial Preparation Standard 2: Learning Environments			X		X	
Initial Preparation Standard 3: Curricular Content Knowledge			X			
Initial Preparation Standard 4: Assessment			X		X	
Initial Preparation Standard 5: Instructional Planning & Strategies			X	X		
Initial Preparation Standard 6: Professional Learning & Ethical Practice			X	X		
Initial Preparation Standard 7: Collaboration	X	X				X

Planned evidence for meeting standards

Assessment 1: Praxis Subject Assessment
The table that follows provides the required assessment and qualifying scores for each area of specialization. Candidates are required to meet the qualifying score before the start of Internship II.

You Need to Take	Test Code	Qualifying Score
Special Education: Core Knowledge and Mild to Moderate Applications	5543	158

Assessment 2: Transcript Analysis

A transcript review – conducted by elementary education faculty – following the CAEP guidelines will ensure that candidates have the necessary preparation to succeed in the classroom (http://caepnet.org/accreditation/caep-accreditation/spa-program-review-process/transcript-analysis-for-spa-review). In cases where a candidate lacks sufficient experience at the undergraduate level, appropriate courses will be included in the program of study.

The required categories of experience include:
- Basic Number Concepts for Teachers
- Foundations of Literacy for Early Childhood/Elementary Students or Middle/Secondary
- Introduction to Special and Gifted Education
- Intellectual Disabilities and Characteristics and Needs
- Characteristics of Children with Learning Disabilities
- Children with Behavioral and Emotional Problems

Assessment 3: edTPA

The edTPA (Teacher Performance Assessment) key assessment allows candidates to demonstrate competencies in a content area of focus. As such, the assignment is part of SPED 593: Professional Ethics in Special Education and EDCO 690: Internship: Assessment and Instruction, which occur in the final semester of the program. edTPA specifically requires candidates to use information to plan for instruction, implement and engage, and assess learning through multiple performance-based assessments. This key assessment demonstrates candidates' effect on student learning. edTPA is scored nationally and candidates must have a qualifying score of 37 for certification. The following alignment is based on the edTPA CEC crosswalk (https://www.cec.sped.org/~/media/Files/Standards/NCATE/CEC%20edTPA%20Alignment.pdf)

Candidates must demonstrate, through the use of multiple artifacts, the following:
1. Planning Understanding (CEC 1, 3, 5);
2. Planning to Support Varied Student Learning Needs (CEC 1, 3, 5);
3. Using Knowledge of Students to Inform Teaching and Learning (CEC 1, 3, 5);
4. Identifying and Supporting Language Demands (CEC 1, 5, 6);
5. Planning Assessment to Monitor and Support Student Learning (CEC 1, 4, 6);
6. Learning Environment (CEC 2, 6);
7. Engaging Students in Learning (CEC 1, 2, 5);
8. Deepening Student Learning (CEC 4, 5);
9. Subject-Specific Pedagogy: Using Representations (CEC 1, 5);
10. Analyzing Teaching Effectiveness (CEC 4);
11. Analysis of Student Learning (CEC 1, 4);
12. Providing Feedback to Guide Learning (CEC 4);
13. Student Use of Feedback (CEC 4);
14. Analyzing Students' Language Use and Content Learning (CEC 5); and
15. Using Assessment to Inform Instruction (CEC 4).

Assessment 4: Internship Final Evaluation

The *Internship Final Evaluation* is conducted in the course EDCO 690 (Internship: Assessment & Instruction), which is taken by candidates in the final semester, and consists of the directed teaching experience. EDCO 690 is taught by a special education professional, who supervises the candidate in the directed teaching setting. The *Internship Final*

Evaluation is completed by the instructor through a conference with the cooperating teacher (mentor) at the end of the semester, and is considered a comprehensive measure of performance.

DOMAIN 1: PLANNING	Below Expectations	Meets Expectations	Exceeds Expectations
TC creates standards-based lessons in accordance with the requirements of the discipline, including learning objectives that are measurable, rigorous, and align with the standards.	Lesson plans or objectives do not meet expectations of the discipline in one of more of the following ways: Lesson plans or objectives do not align with unit goals or standards and/or learning experiences are out of alignment with objectives or do not ensure student engagement	Lesson plans are aligned with long-range goals and learning experiences are designed to achieve stated objectives, and ensure student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measureable, appropriately challenging, and align with the standards.	Lesson plans are **consistently** aligned with long-range goals. Learning experiences are designed to achieve stated objectives and to **maximize** student engagement. Lesson plans meet expectations of the discipline. Learning objectives are measurable, rigorous, and align with the standards.
TC designs, selects, or modifies multiple methods of assessments that are aligned with lesson objectives.	Assessments do not align with lesson objectives, or no assessments are identified. Accommodations are not planned or are inappropriate.	Informal or formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives, and occur at various points during the lesson. Plans appropriate assessment accommodations to meet individual learner needs.	Informal and formal lesson assessments are appropriate (for age and knowledge level), align with lesson objectives **and cognitive task**, and occur at various points during the lesson. **Assessments include verbal and/or written directions, models, prompts, etc. that clearly define learner expectations**. Plans appropriate assessment accommodations to meet individual learner needs.
TC uses data from a variety of formative, diagnostic, and summative assessments to guide instructional planning.	TC does not gather or examine student performance data or does not use data appropriately in the planning process.	TC gathers and uses learner performance data from multiple assessments to modify or determine lesson objectives and instructional plans.	TC gathers and uses **a variety** of learner performance data from multiple assessments to modify or determine lesson objectives **and** to modify instructional plans.
TC plans for safe and appropriate learner use of digital tools for problem solving, conducting research, and creative expression.	TC plans lessons without including appropriate resources for learner use of digital tools to support problem solving or creative thought.	TC plans for safe and appropriate learner use of tools providing opportunities for problem solving, conducting research, and/or creative expression.	TC plans for safe and appropriate learner use of current and emerging digital tools providing **multiple** opportunities for problem solving, conducting research, **and** creative expression.

DOMAIN 1: PLANNING	Below Expectations	Meets Expectations	Exceeds Expectations
TC plans developmentally appropriate, rigorous, and differentiated instruction to address diverse learning needs. **CEC 5.1**	Lesson plans are developmentally appropriate but do not include strategies for differentiation or meet requirements identified in IEPs and/or 504 plans.	Lesson plans are developmentally appropriate and include differentiation of teaching procedures/pacing to address specific, diverse learning needs. Plans meet requirements identified in IEPs and/or 504 plans, as applicable.	Lesson plans are developmentally appropriate, and include differentiation of **learning objectives**, teaching procedures/pacing, and/or **assessment methods** to address individual learning needs. Differentiation is based on **formal and informal assessment information**, IEPs, and/or 504 plans, as applicable.

Domain 2: Instruction	Below Expectations	Meets Expectations	Exceeds Expectations
TC effectively communicates appropriately challenging expectations to learners.	TC does not communicate expectations for what learners will know and be able to by the end of the lesson (or lesson series) and/or does not explain the purpose and relevance of the lesson content.	TC communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the content.	TC **makes connections to prior knowledge** and communicates appropriately challenging expectations for what learners will know and be able to do by the end of the lesson (or lesson series), while explaining the purpose and relevance of the lesson content.
TC helps learners assume responsibility for their own learning.	TC takes full responsibility for setting learner goals, keeping learners on task, and evaluating their performance *without* facilitating the development of learner self-management strategies.	TC facilitates learner self-management (goal setting, task persistence, and self-reflection/evaluation).	TC facilitates learners' ability to **problem-solve when difficulties arise**, set goals, persist in independent task completion, and reflect on their learning.
TC differentiates instruction to meet the needs of diverse learners. **CEC 5.1**	TC uses a "one size fits all" approach to delivering instruction and assessing student performance.	To meet the needs of diverse learners, TC uses a variety of specific strategies for presenting content and engaging learners.	To meet the needs of diverse learners, the **TC differentiates what students are learning (content), how students are learning (engagement), and/or how students demonstrate understanding (assessment)**.

Domain 2: Instruction	Below Expectations	Meets Expectations	Exceeds Expectations
TC demonstrates thorough command of the content taught and appropriately addresses learner questions and misunderstandings related to the content.	TC's presentation of content has misinformation and lacks clarity, and/or TC is unable to effectively address learner questions or misunderstandings related to content.	TC's presentation of content is clear, precise, and accurate. The TC uses content knowledge to field questions, make connections, and address misconceptions.	TC's presentation of content is clear, precise, accurate, and relevant to learners. TC uses content knowledge to field questions, address misconceptions, **and provide relevant examples to clarify answers.**
TC implements instruction that encourages learners to reflect on prior content knowledge, and link new concepts to familiar concepts and experiences.	TC implements instruction in isolation with no reference or acknowledgment of prior learning. No attempt to teach for transfer of concepts or knowledge previous learned or related to current instruction.	TC uses prior learning to build on learner's content knowledge and to scaffold the learning experience. TC teaches for transfer by connecting familiar concepts to new instruction.	TC uses prior learning to scaffold the learning experiences, teaches for transfer by connecting familiar concepts to new instruction, **and challenges learners to apply prior learning or experiences to new instruction.**
TC measures student mastery of learning during instruction by using a variety of formative assessment strategies with established performance criteria.	TC does not establish performance criteria for formative assessment or does not assess during instruction.	TC uses multiple formative assessments (e.g., checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. In addition, candidate provides opportunities for individual learners to self-check during the lesson.	TC uses a **variety** of formative assessments (e.g. checks for understanding, quizzes, probing questions) with established performance criteria throughout instruction to assess mastery of learning. **In addition, candidate provides opportunities for individual learners to self-check during the lesson.**
TC effectively uses summative assessment strategies to determine mastery of learning and communicates results to students.	TC relies on formative assessments alone to monitor and report student progress.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicates results to students.	TC effectively uses summative assessment (culminating measurement) strategies to determine student mastery and communicate results to students **including future steps for support or enrichment.**
TC implements effective questioning strategies (written and verbal) that align with lesson objectives and encourage higher order thinking.	TC generally utilizes only one question type and alignment with lesson objectives is inconsistent. Response opportunity is limited to specific learners or learner groups.	TC regularly uses more than one question type to solicit various levels of thinking. Questions align with lesson objectives. Wait time is provided with equal response opportunity for most learners.	TC uses **a balanced mix** of question types that solicit various levels of thinking and align with lesson objectives. Wait time is provided with equal response opportunity for **all** learners.

Domain 2: Instruction	Below Expectations	Meets Expectations	Exceeds Expectations
TC provides specific and timely instructional feedback to students pertaining to stated outcomes. **CEC 4.4**	TC provides general and motivational feedback unrelated to lesson objectives. For example, student is told that it was better without TC identifying why it was better.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **either** class-wide or individual responses.	TC provides specific, corrective and timely instructional feedback to students related to lesson objectives. Feedback is based on **both** class wide **and** individual responses.
TC facilitates safe and appropriate *learner use* of digital tools for problem solving, conducting research, and creative expression.	Digital tools are not used to support student learning or are used in an inappropriate/unsafe manner.	TC facilitates safe and appropriate learner use of current and emerging digital tools, providing opportunities for problem solving, conducting research, **or** creative expression.	TC facilitates safe and appropriate learner use of digital tools providing opportunities for problem solving, conducting research, **and** creative expression.
TC uses appropriate voice tone, inflection, pacing, and nonverbal communication to manage instruction/environment effectively.	TC consistently exhibits one or more of the following: (a) a monotone with no changes in inflection or tone, (b) flat presentation with no changes in pacing, (c) body language that does not encourage student engagement, (d) limited eye contact with students, and/or (e) limited movement (rooted in one place).	TC demonstrates effective teaching and communication skills by varying voice inflection and tone, changing the pacing/sequence of the presentation, and using body language that encourages student engagement.	TC demonstrates effective and **strategic** teaching and communication skills by varying voice inflection and tone, changing the pacing of the presentation, and using body language that encourages student engagement. **In addition, TC moves throughout the space to maintain eye contact with students.**
TC implements strategies that address the needs of learners from diverse cultural and linguistic backgrounds. **CEC 2.1**	TC exhibits a "one size fits all" approach to content presentation and learning experiences, ignoring cultural and linguistic backgrounds.	TC uses strategies that address the needs of individual learners from diverse cultural backgrounds including strategies such as providing examples that are relevant to specific culture.	TC skillfully addresses cultural differences in **creative and varied ways**. If English learners are in the classroom, a variety of individual accommodations and modifications are made in **content, instruction, and assessment**.

DOMAIN 3: ENVIRONMENT
There is no alignment to CEC standards in this domain.

DOMAIN 4: PROFESSIONALISM
There is no alignment to CEC standards in this domain.

* A *Below Expectations* rating on this item may result in failure for the internship.

DOMAIN 5: Special Education	Below Expectations	Meets Expectations	Exceeds Expectations
CEC 5.3 TC plans lessons using augmentative and alternative communication systems and a variety of assistive technologies to support learning	Lesson plans do not include evidence of augmentative and alternative communication systems or assistive technologies to support communication or learning of students with exceptionalities	Lesson plans include evidence of augmentative and alternative communication systems and a variety of assistive technologies to support communication and learning of students with exceptionalities	Lesson plans include evidence of individualized augmentative and alternative communication systems and a variety of assistive technologies to support student communication tied specifically to specific standards communication
CEC 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities	TC does not implement strategies that enhance language development and communication skills of individuals with exceptionalities	TC uses strategies that enhance language development and communication skills of individuals with exceptionalities	TC uses evidence-supported strategies with individuals with exceptionalities specifically designed to teach language development and communication skills integrated with content specific lessons
CEC 5.5 Beginning special education professionals develop and implement a variety of education and/or transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families and teams.	TC does not participate in the development of education and/or transition plans	TC participates in collaborative efforts in developing and presenting education and/or transition plans at appropriate meetings with team members and families and has evidence of implementation of the plans	TC takes the lead in developing collaborative education and/or transition plans and delivering those plans at appropriate meetings with team members and families and presents evidence of implementation of the plans
CEC 6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.	TC does not show consistent use of professional ethical principles and professional practice within their daily activities and instruction	TC consistently uses CEC professional ethical principles and professional practice within their daily activities and instruction	TC uses and is recognized for use of CEC professional ethical principles and professional practice within their daily activities and instruction in and out of the school environment

DOMAIN 5: Special Education	Below Expectations	Meets Expectations	Exceeds Expectations
CEC 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.	TC does not perform in a manner that evidences knowledge of current educational practices and foundational knowledge	TC is current on foundational knowledge and educational practices	TC is current on foundational knowledge and educational practices and adjusts classroom activities accordingly
CEC 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.	TC does not provide evidence of collaborating appropriately or effectively with related service personnel	TC collaborates with related service personnel in a collaborative effort to support the IEP needs of individuals with exceptionalities	TC provides plans and directives and works with multiple related service personnel in a collaborative effort to support the IEP needs of individuals with exceptionalities

Assessment 5: FBA/BIP Project

This project involves the implementation of a functional behavioral assessment (FBA) and the development of a behavior intervention plan (BIP) for a student with a disability. The FBA includes the gathering of background information, functional behavior assessment interviews, direct observations, and data triangulation to write a hypothesis for the function of the behavior. The BIP includes environmental modifications, changes to teacher and/or peer behavior, communication, social interaction, academic, and/or behavioral objectives for the student that serve as replacement behaviors, teaching strategies that will be used to teach the objectives, a crisis plan with procedures to follow if the target behavior becomes extremely disruptive or dangerous, and a plan for monitoring progress and evaluating the BIP.

Functional Behavior Assessment (FBA)	Target	Acceptable	Unacceptable
Background Information CEC Standard 1.2	Using information from student records, informal observation, **and** an interview with the classroom teacher, **a detailed description** of the student's background information is provided including academic, behavioral, social, and communication strengths, interests, and needs **followed by a thoughtful analysis of these variables.**	Using information from student records, informal observation, and/or an interview with the classroom teacher, an overview of the student's background information is provided including academic, behavioral, social, and communication strengths, interests, and needs.	The background information provided is very brief and/or inaccurate presenting very little, if any, valuable information about the student's strengths, interests, and needs.

Functional Behavior Assessment (FBA)	Target	Acceptable	Unacceptable
Target Behavior Selection	Selects a target behavior (or class of behaviors), describes the behavior in an observable and measurable manner, and provides a **detailed** rationale for the selection of the specific target behavior **explaining why the target behavior was selected instead of other possible options.**	Selects a target behavior, describes the behavior in an observable and measurable manner, and provides a rationale for the selection of the specific target behavior.	The target behavior was not described in an observable and measurable manner and/or a rationale was not provided for the selection of the target behavior.
FBA Interviews CEC Standard: 4.1	Conducts a functional behavior assessment interview with the classroom teacher, the student, **and at least one other individual such as a family member, an additional professional, or a paraprofessional who works with the student.** Copies of the interviews are included along with a written summary of the information gained through the interview process demonstrating that the appropriate questions were asked.	Conducts a functional behavior assessment interview with the classroom teacher and the student. Copies of the interviews are included along with a written summary of the information gained through the interview process demonstrating that the appropriate questions were asked.	Conducts a functional behavior assessment interview with only the classroom teacher. Copies of the interview and/or a written summary of the information gained through the interview process are not included.
Direct Observations CEC Standard: 4.1	Collects A-B-C data for at least three occurrences of the target behavior, collects scatter plot data, **collects anecdotal data**, and provides a **very detailed** written summary of the information gained through these direct observations.	Collects A-B-C data for at least three occurrences of the target behavior, collects scatter plot data, and provides a written summary of the information gained through these direct observations.	Collects A-B-C data for two or less occurrences of the target behavior and/or does not provide a written summary of the information gained through direct observations.
Hypothesis CEC Standard: 4.3	**Triangulates the data** from the FBA interviews, A-B-C data, **anecdotal records, and scatter plot data** to write a specific hypothesis statement for the function(s) of the target behavior. **The hypothesis statement clearly supported by the assessments conducted.**	Uses the information provided from the FBA interviews and A-B-C data to write a specific hypothesis statement is written to suggest a function for the target behavior.	FBA interview data and A-B-C data were not considered when formulating the hypothesis statement and/or the hypothesis statement is very broad.

Behavior Intervention Plan (BIP)	Target	Acceptable	Unacceptable
Environmental Modifications CEC Standard: 2.1	The plan includes **specific** changes that will be made within the classroom environment to attempt to prevent the target behavior from occurring. **The explanation of the suggested environmental modifications link to the information gathered during the FBA process.**	The plan includes general changes that will be made within the classroom environment to attempt to prevent the target behavior from occurring.	The plan does not include changes that will be made within the classroom environment to attempt to prevent the target behavior from occurring.
Changes to Peer/Adult Behavior CEC Standard: 2.1	The plan includes specific changes that will be made to peer **and** adult behavior to attempt to prevent the target behavior from occurring. **The explanation of the suggested changes link to the information gathered during the FBA process.**	The plan includes specific changes that will be made to peer and/or adult behavior to attempt to prevent the target behavior from occurring.	The plan does not include changes that will be made to peer and/or adult behavior to attempt to prevent the target behavior from occurring.
Student Objectives and Strategies CEC Standard: 2.2	The plan includes observable, measurable student objectives that serve as replacement behaviors including criteria for mastery and a **detailed explanation of the strategie**s that will be used to teach the skills. A rationale for the objectives selected is provided **making a clear link to the FBA data that were collected**.	The plan includes observable, measurable student objectives that serve as replacement behaviors including criteria for mastery and lists the strategies that will be used to teach the skills. A rationale for the objectives selected is provided.	The student objectives included in the plan are poorly constructed and, it is unclear how the strategies will be used to teach new skills.
Crisis Plan CEC Standard: 2.3	A crisis plan is included and consists of step-by-step ethical procedures to follow if the student engages in behavior that is extremely disruptive or dangerous. **Each step of the crisis plan includes specific examples to illustrate how the procedures will be implemented.**	A crisis plan is included and consists of step-by-step ethical procedures to follow if the student engages in behavior that is extremely disruptive or dangerous.	The crisis plan uses procedures that are unethical and/or the procedures for implementing the plan are unclear.

Behavior Intervention Plan (BIP)	Target	Acceptable	Unacceptable
Implementation, Progress Monitoring, and Evaluation CEC Standard: 4.4	The BIP is implemented, progress is monitored, and results are shared in a written report and oral presentation in class. Data on the target behavior and the student objectives are collected and charted. Actual data sheets are included with a **comprehensive data analysis** evaluating the effectiveness of the plan. Next steps for continued implementation, modifications to the plan, or discontinuation of the plan are included.	The BIP is implemented, progress is monitored, and results are shared in a written report and oral presentation in class. Data on the target behavior or the student objectives are collected and charted. Actual data sheets are included with a brief analysis evaluating the effectiveness of the plan. Next steps for continued implementation, modifications to the plan, or discontinuation of the plan are included.	There is little evidence of implementation of the BIP (ex. missing data sheets, anecdotal notes), and minimal (if any) information provided related to the evaluation of the plan.

Assessment 6: Collaboration Project

This assessment requires that teacher candidates collaborate with a colleague (e.g., paraprofessional, general education teacher, related services provider) in a school setting to address a specific area of need of a student ASD or DD in an inclusive setting (ex. general education classroom, related arts, lunch, recess, after school program, etc.). The project requires candidates to use effective collaboration skills founded in research and theory to provide the ongoing supports necessary to help the colleague effectively address the identified skill area.

This assessment is aligned with the CEC Initial Preparation Standard 7: Collaboration and is informed by the CEC Initial Special Education Autism and Developmental Disabilities Specialty Set. See the table below:

Assignment Component	Standard
Initial Meeting: Identify Area of Need	CEC Standard 7.1
Initial Meeting: Identify and Select Strategies	CEC Standard 7.1
Ongoing Collaboration	CEC Standard 7.2
Reflection	CEC Standard 7.3

	Exceeds Expectations (Target)	Meets Expectations (Acceptable)	Does Not Meet Expectations (Unacceptable)
Initial Meeting: Identify Area of Need CEC 7.1	The teacher candidate uses specific theory and elements of effective collaboration to facilitate discussions that lead to a colleague identifying a specific need of a student with ASD or DD in an inclusive setting.	The teacher candidate uses general theory and elements of effective collaboration to identify a specific need of a student with ASD or DD in an inclusive setting.	An area of need of a student with ASD or DD in an inclusive setting is identified without the use of effective elements of collaboration.
Initial Meeting: Identify and Select Strategies CEC 7.1	The teacher candidate uses theory and elements of effective collaboration to actively involve a colleague in the identification of three or more possible strategies that can be employed to address the problem, selection of two or more strategies to implement, and formulation of a plan for implementation including a plan for monitoring progress.	The teacher candidate uses theory and elements of effective collaboration to involve a colleague in the identification of two or more possible strategies that can be employed to address the problem, the selection of a strategy to implement, and formulation of a plan for implementation including a plan for monitoring progress.	The teacher candidate selects a strategy to address the problem without the use of effective elements of collaboration and fails to effectively involve the colleague in the selection process or does not include a plan for monitoring progress.

	Exceeds Expectations (Target)	Meets Expectations (Acceptable)	Does Not Meet Expectations (Unacceptable)
Ongoing Collaboration	The teacher candidate schedules and facilitates collaborative meetings at least once per week for 3 weeks to discuss the progress the student is making. A comprehensive detailed written account of each weekly collaboration meeting includes a discussion of student progress or lack there of including subjective and objective data. • If the student is making progress, the teacher candidate provides specific feedback to the colleague including examples to highlight how the use of the strategy or strategies is positively impacting the student. or • If the student is not making progress because the plan is not being implemented properly, the teacher candidate provides modeling and on-site coaching to support the colleague in implementing the selected strategy or strategies. If the plan is being implemented, but is not resulting in positive outcomes, the teacher candidate engages the colleague(s) in a discussion to make adjustments to the plan. • There is a comprehensive reflection on each of the implementation outcomes for each of the three meetings.	The teacher candidate schedules and facilitates collaborative meetings at least once per week for 2 weeks to discuss the progress the student is making. A general written account of each weekly collaboration meeting includes a discussion of student progress or lack there of including subjective data. • If the student is making progress, the teacher candidate provides general feedback to the colleague to highlight how the use of the strategy or strategies is positively impacting the student. or • If the student is not making progress because the plan is not being implemented properly, the teacher candidate explains the strategy more specifically to support the colleague's understanding and implementation. If the plan is being implemented, but is not resulting in positive outcomes, the teacher candidate engages the colleague(s) in a discussion to make adjustments to the plan. • There is a general reflection on most of the implementation outcomes for at least 2 meeting.	The teacher candidate schedules and facilitates collaborative meetings only once or does not meet at all to discuss progress the student is making. A written account of each weekly meeting is either missing or includes a brief discussion of student progress or lack there of with limited data to support the results. • The written account demonstrates limited recognition of the colleague's efforts with the implementation of the strategy or strategies. or • The written account does not include how the teacher candidate supports the colleague in better understanding and implementing the strategy. If adjustments to the plan are necessary, the teacher candidate makes these adjustments without involving the colleague in the discussions. • The implementation reflections are either inadequate or missing on 2 or more implementation outcomes.

	Exceeds Expectations (Target)	Meets Expectations (Acceptable)	Does Not Meet Expectations (Unacceptable)
Reflection CEC 7.3	The teacher candidate provides a comprehensive reflection on the overall outcomes of the collaboration including how the collaboration impacted the student, three or more elements of effective collaboration that were used that led to positive outcomes, two or more elements of effective collaboration that could have been used more effectively to result in greater impact, and a detailed explanation for how the teacher candidate will use what was learned during the project to inform their collaborative practices in the future to promote the well-being of individuals with exceptionalities across a wide range of settings.	The teacher candidate provides a general reflects on most aspects of the overall outcomes of the collaboration including how the collaboration impacted the student, two elements of effective collaboration that were used that led to positive outcomes, one additional element of effective collaboration that could have been used more effectively to result in greater impact, and a general discussion for how the teacher candidate will use what was learned during the project to inform their collaborative practices in the future to promote the well-being of individuals with exceptionalities across a wide range of settings.	The teacher candidate provides a reflection that inadequately discusses how the overall collaboration impacted the student and fails to take the elements of effective collaboration into consideration when discussing results.

Planned use of assessment results to improve candidate and program performance

To facilitate regular review of data, including SPA assessment, the Special Education faculty engage in an annual reporting process geared towards continuous improvement. The program is currently examining practice on the lesson planning assignments. The annual process is supported by the Unit Assessment Coordinator, Department Chair, and Associate Dean. Reports are then review by peers at the university level.

Changes or additions to the program (**For program modifications only)**

Not Applicable