Woodring College of Education
Preparing thoughtful, knowledgeable, and effective educators for a diverse society

Special Education Programs
Assessment Plan

The Special Education, Special Education and Elementary Education Dual Endorsement, and Early Childhood Special Education programs assessment plan is comprised of two components: Program Alignment with Conceptual Framework & State Standards and Transition Point Assessments & Requirements. Our assessment plan defines candidate learning outcomes relative to state standards and the conceptual framework, aligns curriculum with the learning outcomes, and identifies sources of evidence of candidate proficiency collected through multiple assessment measures at major transition points.

**Program Alignment with Conceptual Framework and State Standards**

<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Assessed (Sources of Data)</th>
</tr>
</thead>
</table>
| **Standard 5.1: Knowledge of Subject Matter and Curriculum Goals** | Knowledgeable educators understand the central concepts, tools of inquiry, and structure of subject matter to create learning experiences that make subject matter meaningful to students. Effective educators have high expectations for students and help students develop responsibility for their own learning. | General University Requirements: Communication; quantitative and symbolic reasoning; humanities; social sciences; comparative, gender, and multicultural studies; and natural sciences  
- ART 380 Art Educating the Child  
- ECE 380 Literacy Foundations in Early Childhood Education  
- ECE 390 Infant/Toddler Practicum & Seminar  
- ECE 391 Preschool Practicum & Seminar  
- ECE 430 Creativity and Play in Early Childhood Education  
- ECE 431 Fundamentals of Early Childhood Education  
- ECE 432 Social Studies in Early Childhood Education  
- ELED 424 Language Arts in the Elementary Curriculum  
- ELED 426 Social Studies Methods  
- ELED 494 Internship  
- HLED 455 Health Education Grades K-8  
- MATH 381 Teaching K-8 Mathematics  
- MATH 382 Teaching K-8 Mathematics II  
- MATH 383 Teaching Mathematics III  
- MUS 361 Music for Elementary Teachers  
- PE 345 Physical Education for Elementary School  
- SCED 480 Science Methods & Curriculum for the | Admissions Summary  
- WEST-B Basic Skills Test  
- GPA  
Program Level Assessments  
- Block 1: Plan for instruction / management and teaching performance (SPED 420/440/460)  
- Block 2: Reading assessment (SPED 483)  
- Block 3: Senior presentation and teaching performance (SPED 481/484 or 482/485)  
Qualification for Internship  
- Pre-internship GPA  
- WEST-E Endorsement Test  
Program Completion  
- Intern Development and Evaluation System (IDES)  
- Performance-based Pedagogy Assessment (PPA)  
- Woodring Internship (Exit) Survey |
<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Assessed (Sources of Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>Elementary School</td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SCED 490 Laboratory/Field Experience</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>in Elementary Science</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 420 Effective Teaching</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 440 School Practicum</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 443 Early Developmental Variations</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 444 Assessment and Intervention</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>in Early Childhood Special Education</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 460 Interventions for Classroom</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Management</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 471 Interventions for Learning</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Problems</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 474 Students with Complex Special</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Needs</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 480 Special Education Practicum</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>II: Literacy 1</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 481 Special Education Practicum</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>III: Literacy 2</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 482 Special Education Practicum</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>IV: Math</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 483 Reading Instruction for</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Students with Special Needs</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 484 Designing Written Expression</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Interventions</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 485 Designing Math Interventions</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 486 Case Study Applications in</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Special Education</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 496 Internship – SPED/Early</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>Childhood</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 498 Internship – SPED/Elementary</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
<tr>
<td>SPED 499 Internship - SPED/Secondary</td>
<td></td>
<td>Post Program Completion</td>
<td></td>
</tr>
</tbody>
</table>

**Standard 5.2: Knowledge of Teaching**

A. **Informed by standards-based assessment.** All students benefit from learning that is systematically analyzed using multiple formative, summative, and self-assessment strategies.

B. **Intentionally planned.** All students benefit from standards-based planning that is personalized.

C. **Influenced by multiple instructional strategies.** All students benefit from personalized instruction that addresses their ability levels and cultural and linguistic backgrounds.

**Thoughtful educators** adapt instruction to meet student needs as they respond meaningfully to student contributions.

**Knowledgeable educators** use best practices in their profession including the research-based instructional strategies, academic content area expertise, and effective technology.

**Effective educators** use a variety of assessments to evaluate student progress and

- ART 380 Art Educating the Child
- ECE 380 Literacy Foundations in Early Childhood Education
- ECE 390 Infant/Toddler Practicum & Seminar
- ECE 391 Preschool Practicum & Seminar
- ECE 430 Creativity and Play in Early Childhood Education
- ECE 431 Fundamentals of Early Childhood Education
- ECE 432 Social Studies in Early Childhood Education
- EDUC 301 Educational Psychology I: Development and Individual Differences
- EDUC 302 Educational Psychology II: Learning, Motivation and Assessment
- ELED 424 Language Arts in the Elementary Curriculum
- ELED 426 Social Studies Methods
- ELED 494 Internship

**Program Level Assessments**

- Block 1: Plan for instruction/management and teaching performance (SPED 420/440/460)
- Block 2: Reading assessment and practicum (SPED 480/483)
- Block 3: Senior presentation and teaching performance (SPED 481/484 or 482/485)

**Qualification for Internship**

- Pre-internship GPA

**Program Completion**

- Intern Development and Evaluation System (IDES)
- Performance-based Pedagogy
<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Assessed (Sources of Data)</th>
</tr>
</thead>
</table>
| D. Informed by technology. All students benefit from instruction that utilizes effective technologies and is designed to create technologically proficient learners. | performance. | ▪ HLED 455 Health Education Grades K-8  
▪ IT 344 Basic Instructional Technology Skills  
▪ IT 443 Classroom Use of Instructional Technology  
▪ MATH 381 Teaching K-8 Mathematics  
▪ MATH 382 Teaching K-8 Mathematics II  
▪ MATH 383 Teaching Mathematics III  
▪ MUS 361 Music for Elementary Teachers  
▪ PE 345 Physical Education for Elementary School  
▪ SCED 480 Science Methods & Curriculum for the Elementary School  
▪ SCED 490 Laboratory/Field Experience in Elementary Science  
▪ SPED 420 Effective Teaching  
▪ SPED 440 School Practicum  
▪ SPED 443 Early Developmental Variations  
▪ SPED 444 Assessment and Intervention in Early Childhood Special Education  
▪ SPED 460 Interventions for Classroom Management  
▪ SPED 466 Assessment, Evaluation & IEP  
▪ SPED 467 Curriculum-Based Evaluation  
▪ SPED 471 Interventions for Learning Problems  
▪ SPED 472 Behavior Assessment & Evaluation  
▪ SPED 474 Students with Complex Special Needs  
▪ SPED 480 Special Education Practicum II: Literacy 1  
▪ SPED 481 Special Education Practicum III: Literacy 2  
▪ SPED 482 Special Education Practicum IV: Math  
▪ SPED 483 Reading Instruction for Students with Special Needs  
▪ SPED 484 Designing Written Expression Interventions  
▪ SPED 485 Designing Math Interventions  
▪ SPED 486 Case Study Applications in Special Education  
▪ SPED 496 Internship – SPED/Early Childhood  
▪ SPED 498 Internship – SPED/Elementary  
▪ SPED 499 Internship - SPED/Secondary | Assessment (PPA)  
▪ Woodring Internship (Exit) Survey  
▪ Post Program Completion  
▪ Career Services Center Placement Survey  
▪ Woodring 1st and 3rd Year Follow-up Studies (2011)  
### State Standard V: Knowledge and Skills

#### Conceptual Framework Component

- **Standard 5.3: Knowledge of Learners and their Development in Social Contexts**

**A. Learner centered.** All students engage in a variety of culturally responsive, developmentally, and age appropriate strategies.

**B. Classroom/school centered.** Student learning is connected to communities within the classroom and the school, including knowledge and skills for working with others.

**C. Family/Neighborhood centered.** Student learning is informed by collaboration with families and neighborhoods.

**D. Contextual community centered.** All students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society.

**Thoughtful educators** appreciate and value human diversity and show respect for students’ varied talents and perspectives.

**Knowledgeable educators** understand and apply general concepts, theories, and research about effective teaching regardless of the content area.

**Effective educators** create a learning environment that encourages students to develop positive self-motivation and social interaction skills while engaged in learning.

**Thoughtful educators** also understand issues related to sustainability education and take responsibility for contributing to the well-being of the current generation while helping to ensure the well-being of future generations.

- **Where Addressed (Courses/Field Experiences):**
  - ART 380 Art Educating the Child
  - ECE 380 Literacy Foundations in Early Childhood Education
  - ECE 390 Infant/Toddler Practicum & Seminar
  - ECE 391 Preschool Practicum & Seminar
  - ECE 431 Fundamentals of Early Childhood Education
  - ECE 432 Social Studies in Early Childhood Education
  - ECE 434 Environments for Early Learning
  - EDUC 301 Educational Psychology I: Development and Individual Differences
  - EDUC 302 Educational Psychology II: Learning, Motivation and Assessment
  - EDUC 310 Teacher and the Social Order
  - ELED 424 Language Arts in the Elementary Curriculum
  - ELED 426 Social Studies Methods
  - ELED 494 Internship
  - HLED 455 Health Education Grades K-8
  - MATH 381 Teaching K-8 Mathematics
  - MATH 382 Teaching K-8 Mathematics II
  - MATH 383 Teaching Mathematics III
  - MUS 361 Music for Elementary Teachers
  - PE 345 Physical Education for Elementary School
  - SCED 480 Science Methods & Curriculum for the Elementary School
  - SCED 490 Laboratory/Field Experience in Elementary Science
  - SPED 360 Introduction to Special Education
  - SPED 420 Effective Teaching
  - SPED 440 School Practicum
  - SPED 443 Early Developmental Variations
  - SPED 444 Assessment and Intervention in Early Childhood Special Education
  - SPED 460 Interventions for Classroom Management
  - SPED 466 Assessment, Evaluation, and IEP
  - SPED 468 Families, Professionals & Exceptional Children
  - SPED 471 Interventions for Learning Problems
  - SPED 474 Students with Complex Special Needs
  - SPED 480 Special Education Practicum II: Literacy 1
  - SPED 481 Special Education Practicum III: Literacy 2

**How Assessed (Sources of Data):**

- Case Study Program Level Assessment (EDUC 301, 302)
- Program Level Assessments
  - Block 1: Plan for instruction/management and teaching performance (SPED 420/440/460)
  - Block 2: Reading assessment and practicum (SPED 480/483)
  - Block 3: Senior presentation and teaching performance (SPED 481/484 or 482/485)
- Qualification for Internship
  - Pre-internship GPA
- Program Completion
  - Intern Development and Evaluation System (IDES)
  - Performance-based Pedagogy Assessment (PPA)
  - Woodring Internship (Exit) Survey
- Post Program Completion
  - Career Services Center Placement Survey
  - Woodring 1st and 3rd Year Follow-up Studies (2011)
<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Addressed (Sources of Data)</th>
</tr>
</thead>
</table>
| Standard 5.4: Understanding of Teaching as a Profession | Thoughtful educators possess dispositions that support the learning and well-being of all students. They reflect on the impact of their professional practice and recognize when instruction needs to be diversified, augmented or simply changed. | - SPED 482 Special Education Practicum IV: Math  
- SPED 483 Reading Instruction for Students with Special Needs  
- SPED 484 Designing Written Expression Interventions  
- SPED 485 Designing Math Interventions  
- SPED 486 Case Study Applications in Special Education  
- SPED 496 Internship – SPED/Early Childhood  
- SPED 498 Internship – SPED/Elementary  
- SPED 499 Internship - SPED/Secondary | Case Study Program Level Assessment (EDUC 301, 302)  
Program Level Assessments  
- Block 1: Teaching performance (SPED 440)  
- Block 2: Reading practicum (SPED 480)  
- Block 3: Senior presentation and teaching performance (SPED 481/484 or 482/485)  
Qualification for Internship  
- Pre-internship GPA  
Program Completion  
- Intern Development and Evaluation System (IDES)  
- Performance-based Pedagogy Assessment (PPA)  
- Woodring Internship (Exit) Survey  
Post Program Completion  
- Career Services Center Placement Survey  
- Woodring 1st and 3rd Year Follow-up Studies (2011)  

A. Informed by professional responsibilities and policies. All students benefit from a collegial and professional school setting.

B. Enhanced by a reflective, collaborative, professional growth-centered practice. All students benefit from the professional growth of their teachers.

C. Informed by legal and ethical responsibilities. All students benefit from a safe and respectful learning environment.

Knowledgeable educators understand concepts related to professional ethics, legal and policy issues, and the roles and responsibilities of the profession.

Effective educators use a variety of assessments to evaluate student progress and performance and use information about student learning to improve their own professional practice.
<table>
<thead>
<tr>
<th>State Standard V: Knowledge and Skills</th>
<th>Conceptual Framework Component</th>
<th>Where Addressed (Courses/Field Experiences)</th>
<th>How Assessed (Sources of Data)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>▪ SPED 480 Special Education Practicum II: Literacy 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 481 Special Education Practicum III: Literacy 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 482 Special Education Practicum IV: Math</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 483 Reading Instruction for Students with Special Needs</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 484 Designing Written Expression Interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 485 Designing Math Interventions</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 486 Case Study Applications in Special Education</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 496 Internship – SPED/Early Childhood</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 498 Internship – SPED/Elementary</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ SPED 499 Internship – SPED/Secondary</td>
<td></td>
</tr>
<tr>
<td>Admission</td>
<td>Program Retention</td>
<td>Qualification for Fulltime Internship</td>
<td>Program Completion</td>
</tr>
<tr>
<td>-----------</td>
<td>-------------------</td>
<td>-------------------------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>WEST-B</td>
<td>Minimum 2.75 GPA</td>
<td>Minimum 2.75 GPA</td>
<td>Intern Development Evaluation System (IDES)</td>
</tr>
<tr>
<td>GPA of 2.75 or higher overall or for the last 45 graded quarter credits</td>
<td>Orientation Training: ▪ Bloodborne pathogens ▪ Professionalism ▪ Prevention of sexual harassment ▪ Legal and professional responsibilities</td>
<td>WEST-E Practicum performance evaluations</td>
<td>Performance-based Pedagogy Assessment (PPA) or beginning January 2012: Teacher Performance Assessment (TPA)</td>
</tr>
<tr>
<td>English composition course, minimum grade of B- Reflective Essay</td>
<td>Fingerprinting/character and fitness clearance Educational theory case study (EDUC 301, 302) Grade of C or better in education/endorsement courses Remediation of any Student of Concern issue First practicum block plan for instruction / management and teaching performance (SPED 420/440/460) Second practicum block reading assessment and practicum (SPED 480/483)</td>
<td>Completion of all education/endorsement courses, grade of C or better Applications for internship/certification Fingerprinting/character and fitness clearance through internship term Final practicum block senior presentation and teaching performance (SPED 481/484 or 482/485)</td>
<td>Draft Professional Growth Plan Dean’s affidavit attesting to character and fitness Degree requirements met (UG) Internship Survey</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>