

Submission information

Form: [Annual Program Report Form](#)

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Program Special Education

Unit Outcomes

T1. Admissions will complement recruitment efforts of diversifying WA teacher workforce

Indicators

- A. Enrollment
- B. Diversity/ Military
- C. Rate of Acceptance
- D. WEST B Math
- E. WEST B Reading
- F. WEST B Writing
- G. Disposition Inventory (DI)

Expected Performance Level (Criterion)

- A. Enrollment numbers are maintained
- B. 40% of our candidates will represent underrepresented populations including military
- C. 75% of all applicants will be accepted into the program
- D. 90% will achieve 240 on Math
- E. 90% will achieve 240 on Reading
- F. 90% will achieve 240 on Writing
- G. 100% of Program Candidates will complete the DI

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA / Program / Fall Quarter November 1 and December 15
- B. OREA / Program / Fall Quarter November 1 and December 15
- C. OREA / IR / Program / Program / Fall Quarter November 1 and December 15
- D. Pearson/ All Quarters
- E. Pearson/ All Quarters
- F. Pearson/ All Quarters
- G. OREA / Program / Fall Quarter November 1 and December 15

A Met Criterion

B Needs Improvement

C N/A

- D** Met Criterion
- E** Met Criterion
- F** Met Criterion
- G** Below Criterion

Interpretations/Key Strategies/Initiatives

- B. Diversity was at 4.4% well below our target. However the statistics do not include military or candidates with special needs.
- C. Statistics not available
- D. Met criteria of 240, but below the CTL mean
- E. Met criteria of 240, but below the CTL mean
- F. Met criteria
- G. One student did not complete the disposition survey. All teacher candidates were above the 3.5 range on the disposition survey.

Budget/Resource Analysis

- B. A program such as Compass to Campus may allow us to recruit outside of typical areas. Will need funding for outreach to elementary and high schools.

UNIVERSITY OBJECTIVE 1.1: T2 Retention

Unit Outcomes

Retention efforts will enable candidates to complete this program of study successfully in a timely manner, and prepare highly qualified graduates ready to assume needed positions in the teacher workforce

Indicators

- A. CTL Standards
- B. Time to Completion
- C. Portfolio Submission

Expected Performance Level (Criterion)

- A. 90 % Met 2008 Standards (3 on a 5 point scale)
- B. Time to completion = 9 quarters
- C. 90% are completing a Program and PEP core portfolio

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA and Program / Fall Quarter October 1 and December 1
- B. OREA and Program / Fall Quarter October 1 and December 1
- C. OREA and Program / Fall Quarter October 1 and December 1

- A** Surpassed Criterion
- B** Below Criterion
- C** Needs Improvement

Interpretations/Key Strategies/Initiatives

- A. The mean for special education teacher candidates was above a 4 for all CTL standards.
- B. Special education time to completion was over 10 quarters. However, special education requires a full-time one quarter practicum in addition to the student teaching field experience.
- C. All special education teacher candidates complete a hard-copy program portfolio. As this is the first year that the core portfolio measure is in place, it is difficult to draw any conclusions regarding its completion by special education teacher candidates.

Budget/Resource Analysis

At this time there are no additional budget or resource allocations needed.

UNIVERSITY OBJECTIVE 1.1: T3 Student Teaching

Unit Outcomes

Student Teaching provides candidates a diverse culminating experience where program content-pedagogy is synthesized and tested in real classrooms.

Indicators

- A. Candidates are ensured placements in school settings that are highly diverse during student teaching
- B. Final Student Teaching Evaluation (FSTE)
- C. Disposition Inventory
- D. WTPA

Expected Performance Level (Criterion)

- A. 50% are placed in highly diverse settings
- B. 80% will Meet the Standards averaging 3point or better on the 10 FSTE rubrics
- C. 100% will demonstrate a positive change on all four domains of the DI
- D. 80% will Average of 3 or better across 15 testing domains on the WTPA

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. Office of Field Experiences (OFE) / All Quarters
- B. OFE / All Quarters
- C. OREA / All Quarters
- D. Pearson / All Quarters

A Needs Improvement

B Exceeded Criterion

C Met Criterion

D Met Criterion

Interpretations/Key Strategies/Initiatives

- A. Although special education teacher candidates exceeded the percentage of CTL candidates generally, placement in highly diverse settings did not reach the 50% criteria.
- B. The mean scores across all measures were over a 4 point.
- C. There was one measure: recognize the need to become self-reflective practitioners that did not indicate change.

D. In many areas, special education candidates exceed the mean of CTL candidates in general. There were some areas of concern: feedback, using assessment to plan instruction, student understanding of learning targets and language needed for instruction that should be addressed in teacher preparation courses.

Budget/Resource Analysis

There are areas indicated on the WTPA that will be explored in special education classes. In particular, how to insure that students are aware of learning targets and how to use assessment and feedback to plan instruction.

UNIVERSITY OBJECTIVE 1.1: T4 Program Completion

Unit Outcomes

Graduation and Certification of program candidates will occur in a timely manner.

Indicators

- A. Graduation
- B. Time to Degree
- C. WEST E scores
- D. Certification Rate

Expected Performance Level (Criterion)

- A. 85% will graduate
- B. 90% of the candidates will complete the program on-time
- C. 80% will Pass their Major Content Test (WEST-E) in their content area on their first attempt
- D. 90% receive a first time residency certificate

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. Safari CAPS / Continuously
- B. OREA/ IR / Summer Quarter
- C. Pearson / All Quarters
- D. Certification Office (CO) / Fall Quarter / November1 /December 15

A N/A

B Surpassed Criterion

C Exceeded Criterion

D Exceeded Criterion

Interpretations/Key Strategies/Initiatives

- A. This information was not available
- B. 95.2%
- C. 100 %; However, only 71 % in other areas.
- D. 100 %

Budget/Resource Analysis

None needed as Special Education teacher candidates exceeded the criteria. However, a concern is in the first attempt rate in what appears to be the candidates' minor or double major on the WEST-E.

UNIVERSITY OBJECTIVE 1.1: T5 Post-Graduation

Unit Outcomes

The program prepares highly qualified and satisfied members of the teaching community

Indicators

- A. First Year Placement
- B. Third Year Placement
- C. Employment retention
- D. Alumni Satisfaction Survey (Coursework)
- E. Alumni Satisfaction Survey (Strategies and Assessment)
- F. Alumni Satisfaction Survey (Student Teaching)
- G. Alumni Satisfaction Survey (Difference in coursework and Student Teaching)

Expected Performance Level (Criterion)

- A. 50% of the program's graduates will find teaching jobs within the 1st year after certification
- B. 70% of the program's graduates will find teaching jobs within 3 years after certification
- C. 80% of the graduates hired will remain teaching after five years
- D. Satisfaction with "Coursework Relevance" indicated by a 3.5 or better
- E. Satisfaction with "Strategies and Assessment" indicated by a 4 or better
- F. Satisfaction with "Student Teaching Feedback" indicated by a 4 or better
- G. Coherence with "coursework and student teaching" indicated by a 3 or lower

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA / Fall Quarter/ November 1
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter / November 1/ Programs /December 15
- D. OREA Fall Quarter / November 1/ Programs /December 15
- E. OREA Fall Quarter / November 1/ Programs /December 15
- F. OREA Fall Quarter / November 1/ Programs /December 15
- G. OREA Fall Quarter / November 1/ Programs /December 15

- A Below Criterion
- B Met Criterion
- C Met Criterion
- D Below Criterion
- E Below Criterion
- F Below Criterion
- G Below Criterion

Interpretations/Key Strategies/Initiatives

- A. In the years 2007-2008, and 2008-2009 criteria were met. However, in 2009-2010, and 2010-2011, approximately 33% of candidates were placed. One of the factors may have been that the information for those years contained both major and minor special education graduates.
- B. Met criteria
- C. It appears from this data that only a total of 3 teachers who were previously employed left the teaching profession.
- D, E, F. and G. As there was a very low response rate for special education teachers (4 total) it is difficult to draw any conclusions from this survey.

Budget/Resource Analysis

- A. Increasing opportunities for those with a special education minor to complete coursework and practicum to obtain a special education endorsement.

UNIVERSITY OBJECTIVE 1.2: Enhance the Effectiveness of Student Support Services

Unit Outcomes

- A. Faculty annually review effectiveness of field placements, mentoring, and mentor training
- B. The Program reviews student satisfaction with advising
- C. The Program faculty monitor, discuss, and collectively report on academic support improvements in the program and curriculum

Indicators

- A. Field Placement documentation
- B. New Teacher Survey results
- C. Faculty meeting minutes and annual reports

Expected Performance Level (Criterion)

- A. Field placement data show 80% of Program candidates' score a level 3 or better on field placement rubrics
- B. Survey results show improvements in satisfaction
- C. Programs attempt to make one improvement annually

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OFE and OREA Fall Quarter / November 1/ Programs /December 15
- B. OREA Fall Quarter / November 1/ Programs /December 15
- C. OREA Fall Quarter /November 1/ Programs /December 15

- A Exceeded Criterion
- B N/A
- C Exceeded Criterion

Interpretations/Key Strategies/Initiatives

- A. The special education coordinator works with special education directors and teachers to obtain quality field placements. At the end of each quarter, surveys are completed by practicum students that evaluate the student's placement, cooperating teacher and faculty supervisor. This

information is provided to the faculty supervisor for review. Changes are made in subsequent quarters based on the student feedback.

B.

C. Each week during the academic quarters, all special education faculty meet to discuss program concerns. These meetings often include periodic reviews of competencies expected in the undergraduate and graduate courses. As new standards become available from the Council for Exceptional Children (CEC), each course is re-evaluated and new standards are applied.

Budget/Resource Analysis

B. Adding a survey to the practicum students' evaluations regarding satisfaction with advising throughout their program would be an informative measure. This measure will be added after the Winter, 2013 quarter.

UNIVERSITY OBJECTIVE 2.1: Enhance the Environment of Inclusiveness for Faculty, Staff, and Students

Unit Outcomes

A. The Program seeks input from groups of underrepresented groups to inform recruitment and retention practices

B. Programs demonstrate the dispositions of a professional educator

C. Address the state and partner districts' goals for diversifying the workplace

Indicators

A. Professional Development

B. CTL Disposition Inventory analysis

C. District Placements

Expected Performance Level (Criterion)

A. The Program offers one professional development opportunity per year to faculty learn more about equity pedagogy from different underrepresented groups

B. Candidates' post-test scores have positively improved by .10 on all four domains

C. Graduates represent 35% diversity (including military)

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

A. Program / Fall Quarter / December 1

B. OREA and Program / Fall Quarter / November 1 and December 15

C. OREA and Program / Fall Quarter / November 1 and December 15

A Needs Improvement

B Below Criterion

C Needs Improvement

Interpretations/Key Strategies/Initiatives

A. This has not been offered in the past unless a faculty member has attended professional development opportunity on an individual basis.

- B. All but one domain (3). The need to be self-reflective practitioners should be addressed by value placed on reflections throughout field experiences.
- C. Efforts to reach diverse students from underrepresented groups need to be increased.

Budget/Resource Analysis

- A. Budget departmental resources to offer professional development related to diversity and outreach to underrepresented groups.

UNIVERSITY OBJECTIVE 2.2: Increase Faculty, Staff, and Student Diversity by Active Programs of Recruitment and Retention for Members of Underrepresented Groups

Unit Outcomes

- A. Faculty seek highly qualified faculty members (attention to diversifying the faculty) to join the Program
- B. Program actively recruits and admits underrepresented candidates

Indicators

- A. Program Faculty Demographic Trends
- B. Program Candidate Demographic Trends

Expected Performance Level (Criterion)

- A. The Program increased or maintained its highly qualified diverse faculty over the past five years
- B. 30% of Program candidates are from cultures other than Caucasian

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA and Program / Fall Quarter / November 1 and December 15
- B. OREA and Program / Fall Quarter / November 1 and December 15

A Met Criterion

B Needs Improvement

Interpretations/Key Strategies/Initiatives

- A. In the last faculty search, at least 3 candidates from diverse groups were invited to campus to interview: one was hired, one was not offered a position and the third declined the position when offered.
- B. This is an area that needs improvement. Only 4 percent of special education teacher candidates are considered "diverse". More effort needs to be made in this area, including increasing numbers of underrepresented populations.

Budget/Resource Analysis

- B. A budget needs to be allocated for the department for outreach. This would include high school and community college students.

UNIVERSITY OBJECTIVE 2.3: Ensure that CWU has an Inclusive and Diverse Curriculum

Unit Outcomes

- A. Candidates demonstrate cultural competence using Program Portfolios
- B. Field experiences are integrated throughout the preparation program and provide opportunity to plan, practice and reflect on methods of instruction and differentiation
- C. Field experiences provide opportunity to work in communities or with populations dissimilar to the background of the candidate

Indicators

- A. PEP and Program Portfolio Data on CDMS
- B. Field Experience Data on CDMS
- C. Diversity Index Data on CDMS

Expected Performance Level (Criterion)

- A. The Program requires candidates to substantiate cultural competence by scoring a 3 or better on CTL Standard 1.3 using a portfolio 85% of the time
- B. Field Experience data demonstrate 100 hours of embedded practice that includes assessed reflections on instruction and differentiation
- C. The diversity index illustrated that 80% of Program candidates have had a experience in a classroom dissimilar to their our background

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates

- A. OREA and Program / Fall Quarter / October 1 and December 1
- B. OREA and Program / Fall Quarter / October 1 and December 1
- C. OREA and Program / Fall Quarter / October 1 and December 1

- A Needs Improvement
- B Needs Improvement
- C Met Criterion

Interpretations/Key Strategies/Initiatives

- A. The special education program portfolio does not contain a specific section on cultural competence. It is embedded in the instructional plan, communication skills action plan, and best practices with paraeducators. Including cultural competence as a specific requirement for sections of the portfolio should be added.
- B. Field experiences are part of only a few of the classes in the special education major. It should be a goal of special education faculty to increase these opportunities or break the end of program practicum into experiences in the classroom throughout the undergraduate program.
- C. Most candidates complete their practicum field experiences in classrooms in the Kittitas or Yakima Valley that are not similar to their own background.

Budget/Resource Analysis

- B. Find practical solutions to increasing field experiences throughout the undergraduate program.
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Source URL: <http://www.cwu.edu/teaching-learning/node/2559/submission/25>