Submission information  Form: Annual Program Report Form
Submitted by spybrook
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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 1and December 15

  A  Exceeded Criterion
  B  Met Criterion
  C  Exceeded Criterion
  D  Met Criterion
  E  N/A
  F  N/A
  G  N/A

  Interpretations/Key Strategies/Initiatives  D,E,F no data were available

No data for the disposition survey
  Budget/Resource Analysis  There are no data for this section.

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. Time to Completion
  B. Portfolios

  Expected Performance Level (Criterion)  A. Time to completion = 9 quarters
  B. 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

A  Met Criterion  
B  Met Criterion

Interpretations/Key Strategies/Initiatives  
Students generally complete their special education class requirements in 6 quarters with an extra quarter for practicum and one for student teaching.

Budget/Resource Analysis  
More resources are needed for scholarships and grants for students completing endorsements in special education. There is a high rate of employment and need for special education candidates.

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. edTPA

Expected Performance Level (Criterion)  
A. 50% are placed in highly diverse settings  
B. 80% will Meet the Standards averaging 3 point or better on the 10 FSTE rubrics  
C. 100% will demonstrate a positive change on all four domains of the DI  
D. 50% will Score a 3 or better in each of the edTPA rubrics

Indicator/Performance Level Reported By / When do assessments take place? Term / Dates  
A. Field Experiences within Content Areas  
B. All Quarters  
C. OREA / All Quarters  
D. Pearson / All Quarters

A  N/A  
B  N/A  
C  N/A  
D  Met Criterion

Interpretations/Key Strategies/Initiatives  
A. No data reported  
B. No data available  
C. No data available  
D. All but one area (assessment)

Budget/Resource Analysis  
Resources to work with students on the EdTPA areas: seminars etc.

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 or Number Compared to Number in Program
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 / November 1 / December 15

A. N/A  
B. N/A  
C. Surpassed Criterion  
D. Surpassed Criterion

Interpretations/Key Strategies/Initiatives  
A. No data available  
B. No data available  
C. 23 of 25 students passed the WEST-E in special education (92%)  
D. 23 students received a certificate/endorsement

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

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

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

A. Exceeded Criterion  
B. Exceeded Criterion  
C. N/A

Interpretations/Key Strategies/Initiatives  
A. 14 of 17 students who earned a degree were hired in Washington schools.  
B. 14 of 17 were hired in year 1  
C. Not able to interpret the data

Budget/Resource Analysis  It is clear that teacher candidates in special education are hired in their first year of leaving the program. Our program should be allocated resources to grow to serve the needs of school districts in Washington.
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 Met Criterion
B Needs Improvement
C Met Criterion

Interpretations/Key Strategies/Initiatives
A. Students' portfolios are evaluated at the end of courses and the end of the practicum experience.
B. There has been no student satisfaction with advising review.
C. Special education faculty have traditionally met each week.

Budget/Resource Analysis
In the past Special Education Faculty meetings have occurred each week. Because of loss of faculty and non-attendance at meetings, this needs improvements.

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 Met Criterion
B N/A
C Met Criterion

Interpretations/Key Strategies/Initiatives
A. Faculty in special education attend conferences or present information regarding underrepresented groups.
B. Met criteria of 35% diverse candidates.

Budget/Resource Analysis
Recruitment of underrepresented candidates should be a priority by offering flexible classroom delivery and outreach to paraeducators in the classrooms in Yakima and North Central Washington.

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 Met Criterion

Interpretations/Key Strategies/Initiatives
Both faculty and candidates represent differing cultures, ages, and gender.

Budget/Resource Analysis
There should always be attention to recruiting and retaining quality faculty and candidates in special education.

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
B. Field Experience Data
C. Diversity Index Data
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 an experience in a classroom dissimilar to their own 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 Met Criterion
B Surpassed Criterion
C Met Criterion

Interpretations/Key Strategies/Initiatives
B. Students have a variety of field experiences during their program that reflect different grade levels: preschool through high school. All students are required to complete a field experience at Head Start that targets low-income families.

C. Many students are from the westside (Seattle area) and are provided experiences in a rural, often low-income school.

Budget/Resource Analysis
The resources needed for faculty to supervise field experiences are credit for time to travel to distant schools, and reimbursement for mileage.

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