Operational Plan for The Special Education Program

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Welcome to the Special Education Program!

A Bachelor of Science in Special Education will prepare and license completers for a career in teaching students with disabilities in kindergarten through 12th grade. Our program is accredited through the Illinois State Board of Education (ISBE) and the Council for the Accreditation of Educator Preparation (CAEP) at Greenville University, and is designed with courses to ensure teachers are prepared for the culturally diverse classroom. Our Special Education program is specifically constructed to prepare teachers to understand the diagnostic and teaching methods with which to meet the curriculum and classroom management needs for students with disabilities. In addition, a degree in Special Education will prepare completers to communicate those needs and achievements to colleagues and parents.

Program Mission Statement

Greenville University special education teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning. In addition, the special education teacher program will develop our candidates to improve the quality of life of students with disabilities through disseminating essential knowledge, essential skills, and values through classroom and experiential learning.

Programmatic Faith Integration

As students move and work in the classroom on a daily basis, they extend grace, dignity and hope to all students, regardless of gender, race, or cultural background. Following the example of Christ 'the great teacher' as found in Matthew 19:14, 'Let the little children come to me, and do not hinder them, for the kingdom of heaven belongs to such as these." Our students go forth into classrooms as servants of Christ and serve *all* of God's children. As a result, they may differentiate learning, offer support for the social and emotional needs of children, and extend Christ's mercy to all.

Program/Major Objectives: *Qualities and competencies expected in graduates from this program/major*

At the close of their degree, students should be able to:

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural,

and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope --consistent with the Mission Statement of Greenville University to be a "Christ-centered" college in the liberating arts and sciences.

Special Education Program Outcomes (standards for Learning Behavior Specialists I):

1. **Foundations** The competent learning behavior specialist understands the philosophical, historical, and legal foundations of special education

2. **Characteristics of Learners** The competent learning behavior specialist understands the impact that disabilities have on the cognitive, physical, emotional, social, and communication development of an individual and provides opportunities that support the intellectual, social, and personal development of all students (ages 3-21).

3. **Assessment** The competent learning behavior specialist understands the educational assessment process and uses various assessment strategies to support the continuous development of all students (ages 3-21).

4. **Planning for Instruction** The competent learning behavior specialist understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. The learning behavior specialist understands instructional planning and designs instruction based on knowledge of the discipline, student, community, and curriculum goals.

5. **Learning Environment** The competent learning behavior specialist uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

6. **Instructional Delivery** The competent learning behavior specialist understands the central concepts and methods of inquiry; uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills; and creates learning experiences that make content meaningful to all students (ages 3-21).

7. **Collaborative Relationships:** The competent learning behavior specialist uses knowledge of effective written, verbal, and visual communication techniques to foster active inquiry, collaboration, and supportive interaction among professionals, parents, paraeducators, and students.

8. **Professional Conduct and Leadership** The competent learning behavior specialist understands teaching as a profession, maintains standards of professional conduct, and provides leadership to improve students' learning and well-being.

9. **Reflection and Professional Growth** The competent learning behavior specialist is a reflective practitioner who continually evaluates how choices and actions affect students, parents, and other professionals in the learning community and actively seeks opportunities to grow professionally.

Special Education's Fulfillment of the SLOs

Within in the Special Education program, we are enabling the teacher candidates to fulfill the mission of GU by providing experiences that assist teacher candidates in developing in the areas of character and service. These experiences reach beyond the classroom with teacher candidates completing field and clinical work in P-12 classrooms. Our teacher candidates reflect on their role as a future teacher and what it means to be a model of hope for their students. In addition, we provide opportunities for our candidates to become certified in character education. Our candidates gain an understanding of how the teaching profession is part of the larger human services entity. We help teacher candidates fulfill our SLOs by carefully structuring projects and integrating related field experiences into the coursework.

Special Education's Connections to Greenville University as a Whole

Several of the courses offered in various Special Education content areas also meet requirements within the general education curriculum. In addition, teacher candidates benefit from the broader liberal art general education as they must create interdisciplinary units for their students, consider how theory and research drives instructional decisions, use data to determine student needs and

appropriate instruction, and be prepared to educate the whole child. Alumni surveys provide evidence that our teacher candidates are successful teachers in a profession that naturally encompasses the attributes of character and service.

Section C

Program Learning Objectives	Core Required Courses / Learning Opportunities									Special Education Courses				
	101	202	280	282	333	340/418	Clinicals	Seminar	Student Teaching	413	418	419	450	451
PO 1				I		D	M	M	M	D		D		D
PO 2		I	I	D	D	D	M	M	M	D	D	D	D	D
PO 3	I	I			D	D	M	M	M	D		D		D
PO 4	I		I	D		D	M	M	M	D	D	D	D	D
PO 5	I					D		M	M	D		D		D
PO 6				I		D	M	M	M		D	D		D
PO 7	I	I	I			D		M	M		D		D	D
PO 8	I	I		D		D		M	M					D
PO 9	I	I			D				M	D				D
PO 10		I	D	D			M		M					D
PO 11	I		D			D	M		M					D
PO 12	I				D				M					D
Key: I = Introduced D = Developed M = Mastered														

Section D

SLOs	Charlotte Danielson	InTASC Standard	Program Objective	Level of Mastery (IDM)	Term	Course number	Key Learning Activities	Benchmark	Assessment method
Cycle One (at in the Initial Level)									
1,2,4,6	4a,4e,4f,4d,4f	9,10	3,4,5,7,8,9,11,12	I	Fall/Interterm	101	Personal Analysis Paper (9), Field Experience Reflection (10)	>70%	Rubrics
1,5	1b, 4a,4e,4f.	2,9	2,3,8,9,10	I	Interterm	202	Research Project (2), Cooperating Teacher Evaluation Paper (9)	>70%	Rubrics
Cycle Two (at the Developing Level)									
2,4,6	1b, 4c,4d,4f	2,10	2,4,7,10,11	I/D	Fall/Spring	280	Diverse Learner Presentation (2), IEP Team Simulation (10)	>70%	Rubrics

2,4,6	1b,1c,1e,3c,3a,3c,3f	1,5,	1,2,4,8,9,10	I/D	Fall/Spring	282	Reflection paper on Neuroscience and Student Learning (1),Theory Presentation (5)	>70%	Rubrics
	1a,1e,3c,3a,3c,3f,1f,3d,1b,1e,3b,3c	4,5,6,7,8				METHODS COURSES			
			1,2,3,4,5			450,451, 418,			

Cycle Three (at the Developing Level)

2,4,6	2a,3c	3	2,3,6,9,12	I/D	Fall/Spring	333	CMP T1 (3), Data Collection Project (C.D)	>70%	Rubrics
2,3	no field	6	1,2,3,5,6,10	I/D	FALL/Spring	340/418	Formative Assesmsent, Performance, Intrepative Assessment (3)	>70%	Rubrics
	1a,1e,3c,3a,3c,3f,1f,3d,1b,1e,3b,3c	4,5,6,7,8				METHODS COURSES			
			6,7			413,417			

Cycle Four (at the Mastery Level)

2,4,6	1,2,3,4	1,2,3,4,5,6,7,8,9,10	1,2,3,4,6,10,11	M	Fall/Spring	CLINICALS	edTPA	>70%	Rubrics
1,3,5,6	1,2,3,4	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8	M	Fall/Spring	SEMINAR	edTPA	>70%	Rubrics
1,2,3,4,5,6	1,2,3,4	1,2,3,4,5,6,7,8,9,10	1,2,3,4,5,6,7,8,9,10,11,12	M	FALL/Spring	STUDENT TEACHING	edTPA	>70%	Rubrics

Description of Assessment Process

Greenville University's School of Education employs multiple measures to ensure that students are meeting learning objectives. The quality of the educational programs is demonstrated through the review of individual course assessments and program assessments.

Student learning outcomes are available to all stakeholders and constituents and are communicated through Impact Measures, which include Impact on P-12 Learning and Development, Indicators of Teaching Effectiveness, Satisfaction of Employees and Employment Milestones, and Satisfaction of Completers. End of Semester Program Assessment Reports are completed at the end of fall and summer semesters and the End of Year Program Assessment Report is completed at the end of the spring semester.

Course Evaluation data are compiled at the end of every course through the IASystem and the complete evaluations are then published to the Instructor, Program Administrator, and Dean, for their review. Faculty Course Assessment Reports (FCARs) are completed by

the instructor, or teacher of record, after each block or semester. Student Feedback and Instructor Reflection are reviewed by the instructor and Proposed Actions for Course Improvement are then devised and added to the FCAR. The completed FCARs are submitted to the Program Administrator and shared to the Institutional Research for Improvement course for review.

Alumni Survey Data, Senior Survey Data from the Greenville University National Survey of Student Engagement (NSSE), and Standardized Test Scores (edTPA, Content Area, Exit Interviews, and ACT) are all compiled and assembled into the Annual Reporting Measures for Academic Year. This report is shared at the department level, committee level, and also published on the Greenville University website. Faculty discussion regarding the reported data is held during the department meeting when the report is presented. Operational Plans for each program are completed by the Program Coordinator annually and course objectives are broken down to be evaluated annually on a cyclical basis. The Dean of the College Social Sciences and Education as well as the Dean of Assessment and Institutional Research are responsible for program assessment oversight and program alignment.

All of these information sources reveal whether or not students are achieving the program goals and objectives and any exceptions or trends. Impact Measures are reported annually and disaggregated by program. The *Impact on P-12 Learning and Development* provides Greenville University program completers' data demonstrating their students' growth or attainment on two or more assessments, measured with two or more points in time. The *Indicators of Teaching Effectiveness* table and graph indicates the average of a cohort's edTPA score, disaggregated by content handbook, and compares it to the state's average scores. A

comprehensive table is included comparing all handbooks against state and national data for the academic year. Student's academic strength is reported by program for average ACT/SAT score, high school GPA, Postsecondary Transfer GPA, Postsecondary Graduate GPA and Cumulative GPA.

The *Satisfaction of Employees and Employment Milestones* report measures employer satisfaction of Greenville University graduates as well as the success of graduates in securing employment. Surveys are sent to employers one year after the program completers graduated utilizing a Likert Scale to measure the employers' evaluation of the SOE's effectiveness to prepare teachers who possess both the professional content knowledge and disposition to be successful. Satisfaction of Completers is a survey from the state of Illinois which is sent to alumni who have completed an initial licensure program through the School of Education. The purpose of the survey is to measure their satisfaction with the teacher preparation program using a Likert Scale.

Assessment Timetable

An End of Semester Assessment Report is prepared by the Program Coordinator for each program bi-annually and presented at a faculty meeting for discussion and review. Each report lists assessment methods and benchmarks and designates one assignment that best represents an objective at the Introductory, Developmental, and Mastery levels. An analysis is then performed to discuss the actual findings and the desired results. An explanation of program changes and the impact on student learning is explored as well as the changes made to the program after the previous assessment effort. The findings are all shared and discussed at the end of the semester faculty meeting. At the conclusion of the spring semester, the End of Year Assessment Report includes a full reflection of the

academic year, fall, interterm, and spring. This report includes two semesters of data to reflect upon. Learning objectives are examined and compared between the fall and spring semesters. Plans for the course moving forward are listed and discussed.

Course Evaluation data is collected online through the IASystem and reported at the conclusion of each block and semester. This evaluation lists the students' response rate, an overall summative rating (0=lowest, 5=highest), and a Challenge and Engagement Index (1=lowest; 7=highest). Students are surveyed on summative items such as course content, instructor contribution and effectiveness. Open-ended questions

Faculty Course Assessment Reports (FCARs) include a final grade distribution, separated by the entire class and major students only. A table is provided to list the program objective number and its corresponding course objective. The assignment for each course objective is listed along with the benchmark and the number and percent of students meeting or not meeting the benchmark. Any modifications made to the course based on previous assessment data are listed along with student feedback and reflection. The instructor then examines the results of the objectives along with the student feedback and devises proposed actions for course improvement if deemed necessary.

End of Semester Assessment Reports and End of Year Assessment Reports are prepared and presented at faculty meetings. This allows the sharing of responsibility for meeting course and program objectives. Our assessment cycle is comprised of defining and documenting student learning outcomes, assessing those outcomes, and analyzing results to plan for changes in the course or program.