Informed by your assessment activities related to student learning, what changes have you made in your degree program in the last three to five years? Describe the changes (e.g., curriculum revision, new courses, faculty development), the general results that prompted the changes (e.g., student performance on an assessment measure), and any impact on student learning that you might attribute to these changes.

BSE – Early Childhood Special Education

curriculum revision:
- Due to content redundancy among four other required courses, a decision was made to delete Foundations Early Childhood Special Education, SPE 471, from required coursework.
- Due to content redundancy between SPE 374, Parenting Exceptional Children, a decision was made to delete Collaboration 414, from required coursework.
- Due to knowledge and skill delivered in the course, SPE 493, Nature of Severe Disability, was declared a suggested elective.
- Due to knowledge and skill delivered in the course, SPE 416, Methods for Severe Disability, was declared a suggested elective.
- In order to best prepare candidates for assessment in Inclusive settings, SPE 476 – Assessment in Early Special Education, is under review to be replaced with BER 450 – Assessment of Learning.
- In order to unite all phases of preparation, integration of Teacher Work Sample Methodology has been instituted as a vertical and horizontal alignment of knowledge and skills among courses and across semesters in this major.

new courses:
- Limitations in candidate generalization of knowledge and skill from courses to field experiences resulted in the construction of SPE 371, Early Practicum experience, as a fall Junior practicum.
- Limitations in candidate generalization of knowledge and skill from courses to field experiences resulted in the construction of SPE 372, Early Practicum experience, as a Spring Junior practicum.
- Limitations in candidate generalization of knowledge and skill from courses to field experiences resulted in the construction of SPE 472, Early Practicum experience, as a Fall Senior practicum.

faculty development:
- In conjunction with Lexia Learning Corporation, a software awareness workshop was sponsored to overview Literacy software.
- Key faculty attended the Intel workshop to reveal technology integration into student learning activities. The Intel workshop was sponsored by the department targeting teacher candidates in this major.
- Dr. McDaniel has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

BSE – Collaborative Teacher Preparation

curriculum revision
- In order to unite all phases of preparation, integration of Teacher Work Sample Methodology has been instituted as a vertical and horizontal alignment of knowledge and skills among courses and across semesters in this major.
- Limited candidate delivery of technology within lessons during field experiences resulted in a shift in SPE 382 – Creative Thinking Skills, to increase technology integration into candidate development.

new courses - N/A

faculty development:
- In conjunction with Lexia Learning Corporation, a software awareness workshop was sponsored to overview Literacy software.
- Key faculty attended the Intel workshop to reveal technology integration into student learning activities. The department targeting teacher candidates in this major sponsored the Intel workshop.

BSE – Multiple Abilities Program

curriculum revision
- movement to paired internships in one setting for Senior year
- In order to unite all phases of preparation, integration of Teacher Work Sample Methodology has been instituted as a vertical and horizontal alignment of knowledge and skills among courses and across semesters in this major.

new courses – N/A

faculty development
- Key faculty attended the Intel workshop to reveal technology integration into student learning activities. The department targeted teacher candidates in this major sponsored the Intel workshop.
- Dr. Swoszowski has participated in the Grantwriting Mentoring program through the University to become more efficient in external proposal writing.

Mission / Purpose
It is the mission of the Special Education and Multiple Abilities Program department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that develop typically.

The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years of age. The purpose of the department is to improve the quality of life for all students by preparing [teachers] perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Goals
G 1: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermined legislative and administrative guidelines.

G 2: Assessment
The goal is to prepare preservice teachers that are able to understand, conduct, and interpret informal and formal assessments.

G 3: Information Dissemination
The goal is to develop and maintain relationships with a variety of stakeholders and to effectively disseminate information to them.

G 4: Enrollment/Growth
The goal is to increase and sustain undergraduate enrollment.

G 5: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermined legislative and administrative guidelines.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans
SLO 1: Discipline Knowledge
(Discipline Knowledge) Articulate a statement of context relative to students in their public school-based practicum and internship placements.

Connected Document
Special Ed

Related Measures
M 1: Teacher Work Sample
Teacher Work Sample Context Factor rubric
Source of Evidence: Academic indirect indicator of learning - other

Target:
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than 80% accuracy.

Finding (2013-2014) - Target: Met
This measure was met as 100% of undergraduate program completers [2012-13 academic year] achieved the target.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Remediation and Monitoring
Established in Cycle: 2011-2012
A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing comp...

M 2: Statement of school-wide, class-wide, and individual management structures
Statement of school-wide, class-wide, and individual management structures existing within field based experience sites
Target:
Seniors in the first [fall] semester will develop a statement of school-wide, class-wide, and individual
management structures as partial fulfillment of SPE 435 with 80% accuracy. During the internship, they are
also expected to complete a behavior management plan with 80% accuracy.

Finding (2013-2014) - Target: Met
This target was successfully met by 100% of undergraduate program completers during the 2012-13 academic
year.

M 17: Teacher Work Sample
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than
80% accuracy.

Related Measures
SLO 2: Skills/Abilities
(Skills/Abilities) Write appropriate Learning Goals for an identified student from school-based practicum or internship
placements that will be the subject of a case study.

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SLO 3: Write curriculum based Assessment Plan
Write an appropriate curriculum based Assessment Plan for an identified student from school-based practicum or
internship placements that will be the subject of a case study.
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Special Ed

Related Measures

M 5: Teacher Work Sample Assessment Plan rubric
Teacher Work Sample Assessment Plan rubric
Source of Evidence: Academic indirect indicator of learning - other

Target:
During the senior and junior year students are required to plan a learning assessment for students in pre-kindergarten -12th grade settings. Pre-service teachers will develop formal and informal assessments for students 2 times between the junior and senior years with 80% accuracy.

Finding (2013-2014) - Target: Met
This target was successfully met by 100% of undergraduate program completers during the 2012-13 academic year.

M 6: Compose and administer an assessment
Compose and administer an assessment of instructional units in field based experience sites
Source of Evidence: Academic indirect indicator of learning - other

SLO 4: Write an Instructional Plan
Write an appropriate Instructional Plan for an identified student from school-based practicum or internship placements that will be the subject of a case study.

Connected Document
Special Ed

Related Measures

M 7: Teacher Work Sample Instructional Plan rubric
Teacher Work Sample Instructional Plan rubric
Source of Evidence: Academic direct measure of learning - other

M 8: Compose and teach sequential lessons
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites
Source of Evidence: Academic direct measure of learning - other

SLO 5: Articulate a Reflection
Articulate a Reflection of effect appropriate to a case study student within school-based practicum, internship placements and design a Professional Improvement Plan.

Connected Document
Special Ed

Related Measures

M 9: Teacher Work Sample Reflection and Professional Improvement Plan rubric
Teacher Work Sample Reflection and Professional Improvement Plan rubric
Source of Evidence: Academic direct measure of learning - other

M 10: Compose and project instructional effectiveness
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in field based sites.
Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OthOtcn 6: Recognized quality
The program will improve and sustain a high level of recognized quality

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Special Ed

Relevant Associations:
This outcome is directly associated with the University’s strategic plan. Dissemination of information that highlights student and faculty accomplishments will increase awareness of the high quality productivity taking place in the department. Thus, the perception of the department’s quality and effectiveness will improve among the stakeholders.

Related Measures

M 11: Students’ accomplishments will be systemically disseminated to stakeholders.
Students’ accomplishments will be systemically disseminated to stakeholders.
Source of Evidence: Academic indirect indicator of learning - other

M 12: Faculty and staff accomplishments
Faculty and staff accomplishments will be systemically disseminated to stakeholders
Source of Evidence: Academic indirect indicator of learning - other

OthOtcn 7: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
**Special Ed**

**Related Measures**

**M 13:** Annual program enrollments will equal 20 students per cohort
Annual program enrollments will equal 20 students per cohort [20 juniors and 20 seniors enrolled in prescribed course sequence

Source of Evidence: Academic indirect indicator of learning - other

**M 14:** Annual degree completion will equal 20 students
Annual degree completion will equal 20 students [total number of students enrolled in senior cohort courses

Source of Evidence: Academic indirect indicator of learning - other

**OthOtcm 8:** Program Value

The program will be highly valued by its program graduates and other key constituencies it serves

**Details of Action Plans for This Cycle (by Established cycle, then alpha)**

**Disseminate Accomplishment to Stakeholders**

Design and disseminate a bi-annual department newsletter that includes the accomplishments of the students, faculty, and staff.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** Medium

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Work Sample Learning | **Outcome/Objective:** Skills/Abilities

**Implementation Description:** The initial design of the newsletter should be complete by January 2013. The layout will be used repetitively.

**Projected Completion Date:** 01/2014

**Responsible Person/Group:** Sandra Nichols, Diane Provo, and Josh Willingham

**Additional Resources:** One time assistance is needed with initial formatting and training on design, setup, and publishing.

**Budget Amount Requested:** $0.00 (no request)

**Remediation and Monitoring**

A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing components which align with the teacher work sample.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Work Sample | **Outcome/Objective:** Discipline Knowledge

**Measure:** Teacher Work Sample Learning | **Outcome/Objective:** Skills/Abilities

**Implementation Description:** Individual student progress will be monitored on a semester basis [fall and spring]. Students will be flagged that are identified by program area faculty as at-risk. Faculty will meet with the student to discuss concerns. Students will be continually monitored and their progress will be reviewed on an incremental basis. When students are identified as critical a formal remediation plan will be developed and monitored. Additional steps will be taken as needed.

**Responsible Person/Group:** Program coordinator and program area faculty

**Additional Resources:** The program coordinator will facilitate progress monitoring and remediation plan development. A stipend or release time is requested for each program coordinator [3 total]. The amount listed below is the higher amount for 3 course releases.

**Budget Amount Requested:** $7,500.00 (recurring)

**Student Perception of Programs Quality**

Conduct focus groups and exit interviews to obtain information related to student experiences and overall perceptions of programs quality.

**Established in Cycle:** 2011-2012

**Implementation Status:** In-Progress

**Priority:** High

**Relationships (Measure | Outcome/Objective):**

**Measure:** Teacher Work Sample Learning | **Outcome/Objective:** Skills/Abilities

**Implementation Description:** Continue to conduct senior exit interviews and focus groups. A formal survey will also be integrated into the data collection process in the spring of 2014.

**Responsible Person/Group:** All program faculty
Mission / Purpose

It is the mission of the Special Education and Multiple Abilities Department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that development typically.

The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years. The purpose of the department is to improve the quality of life for students with disabilities by preparing [teaching] perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Goals

G 1: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermine legislative and administrative guidelines.

G 2: Assessment
The goal is to prepare preservice teachers that understand, can implement, and interpret informal and formal assessments.

G 3: Information Dissemination
The goal is to develop and maintain relationships with a variety of stakeholders.

G 4: Enrollment/Growth
The goal is to increase and sustain enrollment.

G 5: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermine legislative and administrative guidelines.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Articulate a statement of context relative to school-based practicum placements.

Connected Document
Special Ed

Related Measures

M 1: Teacher Work Sample
Teacher Work Sample Context Factor rubric
Source of Evidence: Academic indirect indicator of learning - other

Target:
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than 80% accuracy.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Remediation and Monitoring
Established in Cycle: 2011-2012
A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing comp...

M 2: Statement of school-wide, class-wide, and individual management structures
Statement of school-wide, class-wide, and individual management structures existing within field based experience sites
Source of Evidence: Academic indirect indicator of learning - other

Target:
Seniors in the first [fall] semester will develop a statement of school-wide, class-wide, and individual management structures as partial fulfillment of SPE 435 with 80% accuracy. During the internship, they are also expected to complete a behavior management plan with 80% accuracy.

M 17: Teacher Work Sample
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than 80% accuracy.

Source of Evidence: Portfolio, showing skill development or best work

SLO 2: Skills/Abilities
(Skills/Abilities) Write Learning Goals appropriate to a case study student within school-based practicum placements.

**Connected Document**
Special Ed

**Related Measures**

**M 3: Teacher Work Sample Learning**
Teacher Work Sample Learning Goals Factor rubric
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to plan and provide instruction for students in pre-kindergarten -12th grade settings, to monitor their assigned student(s) progress, and to make data based instructional decisions. Pre-service teachers will address student learning within the teacher work sample format 3 times between the junior and senior years with 80% accuracy.

**M 4: Composition of Instructional lesson**
Composition of Instructional lesson with delivery to field based experience sites
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to design instruction for students in pre-kindergarten -12th grade settings. Pre-service teachers will design instructional lessons 4 times between the junior and senior years with 80% accuracy.

**M 6: Compose and administer an assessment**
Compose and administer an assessment of instructional units in field based experience sites
Source of Evidence: Academic indirect indicator of learning - other

**M 8: Compose and teach sequential lessons**
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites
Source of Evidence: Academic direct measure of learning - other

**SLO 3: Write curriculum based Assessment Plan**
Write curriculum based Assessment Plan appropriate to a case study student within school-based practicum placements

**Connected Document**
Special Ed

**Related Measures**

**M 5: Teacher Work Sample Assessment Plan rubric**
Teacher Work Sample Assessment Plan rubric
Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to plan a learning assessment for students in pre-kindergarten -12th grade settings. Pre-service teachers will develop formal and informal assessments for students 2 times between the junior and senior years with 80% accuracy.

**M 6: Compose and administer an assessment**
Compose and administer an assessment of instructional units in field based experience sites
Source of Evidence: Academic indirect indicator of learning - other

**M 8: Compose and teach sequential lessons**
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites
Source of Evidence: Academic direct measure of learning - other

**SLO 4: Write an Instructional Plan**
Write an Instructional Plan appropriate to a case study student within school-based practicum placements

**Connected Document**
Special Ed

**Related Measures**

**M 7: Teacher Work Sample Instructional Plan rubric**
Teacher Work Sample Instructional Plan rubric
Source of Evidence: Academic direct measure of learning - other

**M 8: Compose and teach sequential lessons**
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites
Source of Evidence: Academic direct measure of learning - other

**SLO 5: Articulate a Reflection**
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Articulate a Reflection of effect appropriate to a case study student within school-based practicum placements and design a Professional Improvement Plan.

**Connected Document**
Special Ed

**Related Measures**

**M 9: Teacher Work Sample Reflection and Professional Improvement Plan rubric**
Teacher Work Sample Reflection and Professional Improvement Plan rubric
Source of Evidence: Academic direct measure of learning - other

**M 10: Compose and project instructional effectiveness**
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in field based sites.

Source of Evidence: Academic direct measure of learning - other

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

OtherOutcome 6: Recognized quality
The program will improve and sustain a high level of recognized quality

Connected Document
Special Ed

Relevant Associations:
This outcome is directly associated with the University's strategic plan. Dissemination of information that highlights student and faculty accomplishments will increase awareness of the high quality productivity taking place in the department. Thus, the perception of the department's quality and effectiveness will improve among the stakeholders.

Related Measures

M 11: Students' accomplishments will be systemically disseminated to stakeholders.
Students' accomplishments will be systemically disseminated to stakeholders.

Source of Evidence: Academic indirect indicator of learning - other

M 12: Faculty and staff accomplishments
Faculty and staff accomplishments will be systemically disseminated to stakeholders

Source of Evidence: Academic indirect indicator of learning - other

OtherOutcome 7: Optimal level
The program will build and sustain an optimal level of annual program enrollments and degree completions

Connected Document
Special Ed

Related Measures

M 13: Annual program enrollments will equal 20 students per cohort
Annual program enrollments will equal 20 students per cohort [20 juniors and 20 seniors enrolled in prescribed course sequence

Source of Evidence: Academic indirect indicator of learning - other

M 14: Annual degree completion will equal 20 students
Annual degree completion will equal 20 students [total number of students enrolled in senior cohort courses

Source of Evidence: Academic indirect indicator of learning - other

OtherOutcome 8: Program Value
The program will be highly valued by its program graduates and other key constituencies it serves

Related Measures

M 15: Program graduates and other key constituents
Program graduates and other key constituents will participate in an annual survey that will poll perceived program value.

Source of Evidence: Academic indirect indicator of learning - other

M 16: At least 15% of program graduates will participate
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value

Source of Evidence: Academic indirect indicator of learning - other

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Disseminate Accomplishment to Stakeholders
Design and disseminate a bin-annual department newsletter that includes the accomplishments of the students, faculty, and staff.

Established in Cycle: 2011-2012
Implementation Status: Planned
Priority: High
Implementation Description: The initial design of the newsletter should be complete by September 2012. The layout will be used repetitively.
Projected Completion Date: 09/2012
Responsible Person/Group: Sandra Nichols and Dawn Turner
Additional Resources: One time assistance is needed with initial formatting and training on design, setup, and publishing.
Budget Amount Requested: $0.00 (no request)

Remediation and Monitoring
A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing components which align with the teacher work sample.

Established in Cycle: 2011-2012
<table>
<thead>
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<th>Implementation Status: Planned</th>
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<td>Priority: High</td>
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**Relationships (Measure | Outcome/Objective):**

- **Measure:** Teacher Work Sample | **Outcome/Objective:** Discipline Knowledge

**Implementation Description:** Individual student progress will be monitored on a semester basis (fall and spring). Students will be flagged that are identified by program area faculty as at-risk. Faculty will meet with the student to discuss concerns. Students will be continually monitored and their progress will be reviewed on an incremental basis. When students are identified as critical a formal remediation plan will be developed and monitored. Additional steps will be taken as needed.

- **Responsible Person/Group:** Program coordinator and program area faculty

**Additional Resources:** The program coordinator will facilitate progress monitoring and remediation plan development. A stipend or release time is requested for each program coordinator (3 total). The amount listed below is the higher amount for 3 course releases.

- **Budget Amount Requested:** $6,000.00 (recurring)

**Student Perception of Programs Quality**

Conduct focus groups and exit interviews to obtain information related to student experiences and overall perceptions of programs quality.

- **Established in Cycle:** 2011-2012

**Implementation Status:** Planned

**Priority:** Medium

**Implementation Description:** Continue to conduct senior exit interviews and focus groups.

- **Responsible Person/Group:** All program faculty

**Additional Resources:** NA
Mission / Purpose

It is the mission of the Special Education and Multiple Abilities Department to facilitate ideas and professional knowledge necessary to maximize learning opportunities for prospective practitioners and ultimately for children experiencing cognitive, social, behavioral, physical and/or multiple disabilities as well as children that development typically.

The focus of the department mission is improving the intellectual and social condition of children, especially those with disabilities that are birth - 21 years. The purpose of the department is to improve the quality of life for students with disabilities by preparing (teaching) perspective educators to deliver quality services to children in the State and beyond. This purpose is also demonstrated in research and service to the community and professional organizations.

Goals

G 1: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermine legislative and administrative guidelines.

G 2: Assessment
The goal is to prepare preservice teachers that understand, can implement, and interpret informal and formal assessments.

G 3: Information Dissemination
The goal is to develop and maintain relationships with a variety of stakeholders.

G 4: Enrollment/Growth
The goal is to increase and sustain enrollment.

G 5: Teacher Development
The goal is to prepare teachers that are capable of addressing the needs of their students within predetermine legislative and administrative guidelines.

Student Learning Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1: Discipline Knowledge
(Discipline Knowledge) Articulate a statement of context relative to school-based practicum placements.

Connected Document
Special Ed

Related Measures

M 1: Teacher Work Sample
Teacher Work Sample Context Factor rubric

Source of Evidence: Academic indirect indicator of learning - other

Target:
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than 80% accuracy.

Finding (2011-2012) - Target: Partially Met
Seniors in their final semester complete the teacher internship. During the internship, they complete two teacher work samples. Approximately 95% of pre-service teachers completing their internships during the 2011-2012 academic year successfully reached the target.

Related Action Plans (by Established cycle, then alpha):
For full information, see the Details of Action Plans section of this report.

Remediation and Monitoring
Established in Cycle: 2011-2012
A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing comp...

M 2: Statement of school-wide, class-wide, and individual management structures
Statement of school-wide, class-wide, and individual management structures existing within field based experience sites

Source of Evidence: Academic indirect indicator of learning - other

Target:
Seniors in the first [fall] semester will develop a statement of school-wide, class-wide, and individual management structures as partial fulfillment of SPE 435 with 80% accuracy. During the internship, they are also expected to complete a behavior management plan with 80% accuracy.

Finding (2011-2012) - Target: Partially Met
Seniors complete two behavior management plans, 1 during the fall semester [SPE 435] and 1 during the
culminating experience [internship]. Approximately 93% of pre-service teachers completing their senior year during the 2011-2012 academic year successfully reached the target.

**M 17: Teacher Work Sample**
Upon program completion, each pre-service teacher candidate will complete a teacher work sample with no less than 80% accuracy.

Source of Evidence: Portfolio, showing skill development or best work

**SLO 2: Skills/Abilities**
(Skills/Abilities) Write Learning Goals appropriate to a case study student within school-based practicum placements.

**Related Measures**

**M 3: Teacher Work Sample Learning**
Teacher Work Sample Learning Goals Factor rubric

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to plan and provide instruction for students in pre-kindergarten -12th grade settings, to monitor their assigned student(s) progress, and to make data based instructional decisions. Pre-service teachers will address student learning within the teacher work sample format 3 times between the junior and senior years with 80% accuracy.

**Finding (2011-2012) - Target: Partially Met**
During the senior and junior years students are required to plan and provide instruction for students in pre-kindergarten -12th grade settings, to monitor their assigned student(s) progress, and to make data based instructional decisions. Approximately 93% of pre-service teachers addressed student learning within the teacher work sample format 3 times between the junior and senior years with 80% accuracy.

**M 4: Composition of Instructional lesson**
Composition of Instructional lesson with delivery to field based experience sites

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to design instruction for students in pre-kindergarten -12th grade settings. Pre-service teachers will design instructional lessons 4 times between the junior and senior years with 80% accuracy.

**Finding (2011-2012) - Target: Partially Met**
During the 2011-12 academic year, senior and junior years students were required to design instruction for students in pre-kindergarten -12th grade settings. Approximately 90% of pre-service teachers designed instructional lessons 4 times between the junior and senior years with 80% accuracy.

**M 5: Compose and administer an assessment**
Compose and administer an assessment of instructional units in field based experience sites

Source of Evidence: Academic indirect indicator of learning - other

**M 6: Compose and teach sequential lessons**
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites

Source of Evidence: Academic direct measure of learning - other

**SLO 3: Write curriculum based Assessment Plan**
Write curriculum based Assessment Plan appropriate to a case study student within school-based practicum placements

**Related Measures**

**M 5: Teacher Work Sample Assessment Plan rubric**
Teacher Work Sample Assessment Plan rubric

Source of Evidence: Academic indirect indicator of learning - other

**Target:**
During the senior and junior year students are required to plan a learning assessment for students in pre-kindergarten -12th grade settings. Pre-service teachers will develop formal and informal assessments for students 2 times between the junior and senior years with 80% accuracy.

**Finding (2011-2012) - Target: Partially Met**
Pre-service teachers complete two assessment plans, 1 during the junior spring semester and 1 during the culminating experience [senior internship]. Approximately 95% of pre-service teachers completing their senior year during the 2011-2012 academic year successfully reached the target.

**M 6: Compose an Instructional Plan**
Compose and administer an assessment of instructional units in field based experience sites

Source of Evidence: Academic indirect indicator of learning - other

**SLO 4: Write an Instructional Plan**
Write an Instructional Plan appropriate to a case study student within school-based practicum placements
M 7: Teacher Work Sample Instructional Plan rubric  
Teacher Work Sample Instructional Plan rubric  
Source of Evidence: Academic direct measure of learning - other  

M 8: Compose and teach sequential lessons  
Compose and teach sequential lessons based upon the Alabama Course of Study standards in field based experience sites  
Source of Evidence: Academic direct measure of learning - other  

SLO 5: Articulate a Reflection  
(An Improvement Outcome Derived from the 2010-11 Assessment Findings) Articulate a Reflection of effect appropriate to a case study student within school-based practicum placements and design a Professional Improvement Plan.  

Related Measures  

M 9: Teacher Work Sample Reflection and Professional Improvement Plan rubric  
Teacher Work Sample Reflection and Professional Improvement Plan rubric  
Source of Evidence: Academic direct measure of learning - other  

M 10: Compose and project instructional effectiveness  
Compose and project instructional effectiveness and practices to continue professional growth based upon experiences in field based sites.  
Source of Evidence: Academic direct measure of learning - other  

Other Outcomes, with Any Associations and Related Measures, Targets, Findings, and Action Plans  

OthOtcm 6: Recognized quality  
The program will improve and sustain a high level of recognized quality  

Related Associations:  
This outcome is directly associated with the University’s strategic plan. Dissemination of information that highlights student and faculty accomplishments will increase awareness of the high quality productivity taking place in the department. Thus, the perception of the department’s quality and effectiveness will improve among the stakeholders.  

Related Measures  

M 11: Students’ accomplishments will be systemically disseminated to stakeholders.  
Students’ accomplishments will be systemically disseminated to stakeholders.  
Source of Evidence: Academic indirect indicator of learning - other  

M 12: Faculty and staff accomplishments  
Faculty and staff accomplishments will be systemically disseminated to stakeholders  
Source of Evidence: Academic indirect indicator of learning - other  

OthOtcm 7: Optimal level  
The program will build and sustain an optimal level of annual program enrollments and degree completions  

Related Measures  

M 13: Annual program enrollments will equal 20 students per cohort  
Annual program enrollments will equal 20 students per cohort [20 juniors and 20 seniors enrolled in prescribed course sequence  
Source of Evidence: Academic indirect indicator of learning - other  

M 14: Annual degree completion will equal 20 students  
Annual degree completion will equal 20 students [total number of students enrolled in senior cohort courses  
Source of Evidence: Academic indirect indicator of learning - other  

OthOtcm 8: Program Value  
The program will be highly valued by its program graduates and other key constituencies it serves  

Related Measures  

M 15: Program graduates and other key constituents  
Program graduates and other key constituents will participate in an annual survey that will poll perceived program value.  
Source of Evidence: Academic indirect indicator of learning - other  

M 16: At least 15% of program graduates will participate  
At least 15% of program graduates will participate in an interview or focus group that will identify perceived program value
**Disseminate Accomplishment to Stakeholders**

Design and disseminate a bi-annual department newsletter that includes the accomplishments of the students, faculty, and staff.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Implementation Description:** The initial design of the newsletter should be complete by September 2012. The layout will be used repetitively.  
**Projected Completion Date:** 09/2012  
**Responsible Person/Group:** Sandra Nichols and Dawn Turner  
**Additional Resources:** One time assistance is needed with initial formatting and training on design, setup, and publishing.  
**Budget Amount Requested:** $5,000.00 (one time)

**Remediation and Monitoring**

A formal remediation plan will be created for pre-service teachers that are experiencing difficulty successfully completing components which align with the teacher work sample.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** High  
**Relationships (Measure | Outcome/Objective):**  
  **Measure:** Teacher Work Sample  
  **Outcome/Objective:** Discipline Knowledge  
**Implementation Description:** Individual student progress will be monitored on a semester basis [fall and spring]. Students will be flagged that are identified by program area faculty as at-risk. Faculty will meet with the student to discuss concerns. Students will be continually monitored and their progress will be reviewed on an incremental basis. When students are identified as critical a formal remediation plan will be developed and monitored. Additional steps will be taken as needed.  
**Responsible Person/Group:** Program coordinator and program area faculty  
**Additional Resources:** The program coordinator will facilitate progress monitoring and remediation plan development. A stipend or release time is requested for each program coordinator [3 total]. The amount listed below is the higher amount for 3 course releases.  
**Budget Amount Requested:** $6,000.00 (recurring)

**Student Perception of Programs Quality**

Conduct focus groups and exit interviews to obtain information related to student experiences and overall perceptions of programs quality.

**Established in Cycle:** 2011-2012  
**Implementation Status:** Planned  
**Priority:** Medium  
**Implementation Description:** Continue to conduct senior exit interviews and and focus groups.  
**Responsible Person/Group:** All program faculty  
**Additional Resources:** N/A
### Curriculum Maps #1a (In which courses are Student Learning Outcomes Addressed)

<table>
<thead>
<tr>
<th>Student Learning Outcome 1</th>
<th>Student Learning Outcome 2</th>
<th>Student Learning Outcome 3</th>
<th>Student Learning Outcome 4</th>
<th>Student Learning Outcome 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Articulate a statement of context relative to school-based practicum placements.</td>
<td>Write Learning Goals appropriate to a case study student within school-based practicum placements.</td>
<td>Write curriculum based Assessment Plan appropriate to a case study student within school-based practicum placements.</td>
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<td>Articulate a Reflection of effect and Professional Improvement Plan appropriate to a case study student within school-based practicum experience sites.</td>
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<tr>
<th>Course 1</th>
<th>Course 2</th>
<th>Course 3</th>
<th>Course 4</th>
<th>Course 5</th>
<th>Course 6</th>
<th>Course 7</th>
<th>Course 8</th>
<th>Course 9</th>
<th>Course 10</th>
<th>Course 11</th>
<th>Course 12</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPE 300</td>
<td>SPE 304</td>
<td>SPE 304</td>
<td>CRD 400</td>
<td>SPE 435</td>
<td>SPE 435</td>
<td>SPE 471</td>
<td>SPE 477</td>
<td>SPE 477</td>
<td>SPE 478</td>
<td>CEE 380</td>
<td>SPE 479</td>
</tr>
<tr>
<td>Developing</td>
<td>Developing</td>
<td>Developing</td>
<td>Advancing</td>
<td>Targeting</td>
<td>Targeting</td>
<td>Targeting</td>
<td>Targeting</td>
<td>Application</td>
<td>Application</td>
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<td>Application</td>
</tr>
</tbody>
</table>

### Curriculum Maps #2a (What assessment measures will be employed in which courses for each SLO)

<table>
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<tr>
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</thead>
<tbody>
<tr>
<td>SPE 300</td>
<td>SPE 304</td>
<td>SPE 471</td>
<td>CRD 469</td>
</tr>
<tr>
<td>Description of context of practicum setting</td>
<td>Formative and Summative version of a lesson plan</td>
<td>Composition of an assessment plan to determine case</td>
<td>Composition of an assessment plan to determine case</td>
</tr>
</tbody>
</table>
### Course 3  
**SPE 476**  
Composition of a proactive class-wide behavior management system  
Administration of an assessment battery to determine case study needs and strengths

### Course 4  
**SPE 374**  
Composition of a parent information pamphlet for due process

### Course 5  
**CRD 400**  
Administration of a literacy intervention unit remedial to case study needs  
Composition of a literacy intervention unit remedial to case study needs  
Administration of a literacy unit appropriate to a primary grade

### Course 6  
**SPE 435**  
Implementation of an individual behavior intervention plan

### Course 7  
**SPE 477**  
Composition of a science or social studies unit for a primary grade  
Administration of a science or social studies unit for a primary grade

### Course 8  
**SPE 478**  
Administration of a curriculum based assessment appropriate to a primary grade  
Administration of a social intervention unit remedial to case study needs

### Course 9  
**CEE 380**  
Composition of a math unit for a primary grade

### Course 10  
**SPE 479**  
Delivery of a curriculum unit for a primary grade  
Composition of an Individual Education Plan  
Administration and report of 2 Domain Specific assessments  
Delivery of a literacy unit for a primary grade  
Attendance and reflection on a professional development session

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**Optional Additional Narrative:** Use this space to provide any additional detail concerning the 2011-12 Department Assessment Plan

The Teacher Work Sample was recently instituted as the barometer for program effectiveness. Quantifiable data can be obtained from this assessment tool; thus, the present focus is to tweak the measures in order to gather the information required in the SACS assessments rubrics, rather than add additional outcomes. Attention will be placed on addressing the SACS assessment evaluation comments and recommendations [increase quantifiable data, baselines, and benchmarks].