North Dakota Education Standards and Practices Board
Initial Program Report
Preparation of Special Education Teachers
(05-17)

COVER SHEET

1. **Institution's Name: Mayville State University**
2. **Date Submitted: November 30, 2018**
3. **Preparer of this Report:**
    a. **Phone: 701-788-4829 (Dr. Sarah Anderson)**
       Phone: 701-788-4802 (Dr. Kelli Odden)
    b. **E-mail: sarah.anderson2@mayvillestate.edu**
       E-mail: kelli.odden@mayvillestate.edu
4. **CAEP/State Coordinator: Dr. Sarah Anderson**
    a. **Phone: 701-788-4829**
    b. **E-mail: sarah.anderson2@mayvillestate.edu**
5. **Name of Institution's program: Early Childhood Special Education Major**
6. **Grade levels for which candidates are being prepared: Birth-Age 8**
7. **Degree or award level (select one)**
    a. **Initial**
        i. **__X_ Baccalaureate**
        ii. **____ Post Baccalaureate**
8. **Is this program offered at more than one site?**
    a. **____ Yes**
    b. **__X_ No**
9. **If your answer is yes to the above question, list the sites at which the program is offered:**
10. **Program report status (check one):**
    a. **___ Initial Review**
    b. **_X__ Continuing Review**
    c. **___ Focused Visit**

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SECTION I-CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles of data on candidates enrolled in the program* and completing** the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master's, doctorate) being addressed in this report.

Program:

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2017-2018	5	2
2016-2017	5	2
2015-2016	3	0

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.
** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select 1)

a. _X_ Option 1: Complete the Curriculum Exhibit Form below.

b. ___ Option 2: Upload the Program Status Sheet (must include general studies, specialty area, and professional education courses)

III. Curriculum Exhibit Form SFN 14381. *Provides the opportunity for institutions to document the entire program including general studies, teaching specialty, and professional education.*

- *Curriculum exhibit forms are to be prepared for every basic and advanced program being brought forward for either initial or continuing approval by the Education Standards and Practices Board (ESPB).*
- *A separate sheet is to be completed for **each** program for which approval is requested. If more than one program is offered within an approval category, a separate sheet must be completed for each of those programs. For example, if both instrumental and vocal/choral music majors are offered, complete a separate sheet for each. Also, for example, a separate sheet must be completed for each of the science and social science majors.*
- *For stand-alone majors all columns of the Curriculum Exhibit must be completed. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column. Special Education course work will be reflected in the Teaching Specialty column and the Professional Education column.*

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CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD
SFN 14381 (05-17)

Institution: Mayville State University		Major: Early Childhood Special Education
Total credits required for degree: BSED Double Major in ECE and EC SPED 158		
General Studies	**Teaching Specialty**	**Professional Education**
Credits Required:	Credits Required: 35	Credits Required:
First major – see Early Childhood BSED curriculum exhibit form.	EC SPED Major HPER 210 First Aid & CPR (1) SPED 237 Special Needs in ECE (3) SPED 389 Foundations of Special Education (3) SPED 330 Behavior Modification & Mgmt (3) SPED 336 Social and Emotional Development and Guidance and ECE (3) SPED 338 Home, School, and Community Relations (3) SPED 340 Assess/Doc Infant/Toddler Pgms (3) SPED 343 Classroom Modification (3) SPED 344 Augmented/Alternative Communic (3) SPED 396 Special Education Law (3) SPED 400B Special Education Student Tchg (5) SPED 497 Special Education Internship (2)	First major – see Early Childhood BSED curriculum exhibit form.
Total:	**Total: (Minimum 32 hours)**	**Total: (Minimum 22 hours Including Student Teaching)**

Institution: Mayville State University		Major: BSED Early Childhood
Total credits required for degree: 129		
General Studies	**Teaching Specialty**	**Professional Education**
Credits Required: 36	Credits Required: 46	Credits Required: 47

Communication: 9 credits ENGL 110 College Composition I (3) COMM 110 Fund of Public Speaking (3) **ONE of the following:** ENGL 120 College Composition II (3) ENGL 125 Business & Tech Writing (3) **Computer Information System: 1 credit** CIS 175 Information Literacy (1) **Humanities & Social Science: 15 credits** **Humanities: minimum 6 credits** **Social Science: minimum 6 credits** GEOG 103 Multicultural World, Global Issues (3) PSYC 111 Intro. to Psychology (3) History Course: preferably 103 or 104 (3) **Mathematics & Science: 11 credits** **Mathematics: minimum 3 credits** MATH 103 College Algebra (3) **Science: minimum 9 credits (lab 2 credits)**	**Core Courses** EC 313 Lang. & Literacy in ECE (3) EC 320 Infants and Toddlers (3) EC 322 Admin. & Leadership in ECE (3) EC 333 Pre-K Methods/Materials (3) EC 335 Art, Music, & Play in ECE (3) EC 338 Home, School, Community Relations (3) HPER 315 Movement Ed. in Early Childhood (2) MATH 277 Mathematics for Elem. Teachers (3) EDUC 436 Kindergarten Methods (2) EDUC 350 Remedial Reading (3) **Block I: (Online/On-Campus)** EDUC 301 Strategies In The Elementary School (3) EDUC 318 Reading in the Elementary School (3) EDUC 307 Math Strategies in the Elem. & Middle School Classroom (3) **Block II: (Online/On-Campus; Must be Admitted to Teacher Education)** EDUC 302 Social Studies Strategies in the Elem. School (3) EDUC 319 Language Arts in the Elem. School (3) SCNC 321 Science for Elementary Teachers II (3)	EC 210 Introduction to ECE (3) EC 211 Observations, Assessment, and Interpretation Techniques (3) EC 336 Social and Emotional Development and Guidance and ECE (3) EC 376 Field Experience in ECE (1) EDUC 250 Intro. To Education (3) EDUC 272 Educational Technology (2) EDUC 290 Theories of Learn. & Mgmt. (2) EDUC 380 Teaching ELLs (2) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 400 Student Teaching (10) EDUC 400A Part-Time Student Teaching (5) EDUC 401 Electronic Portfolio, Assessment, and Seminar (2) EDUC 401S Pre-Student Teaching Seminar (0) EDUC 422 Educational Assessment (2) PSYC 255 Child & Adolescent Psyc (3)
NOTE* A cumulative GPA of 2.75 must be earned in teaching major, minor, and professional education courses. A grade of "C" or better is required for all professional education courses except EDUC 401S. A minimum grade of "B" is required for EDUC 250.		

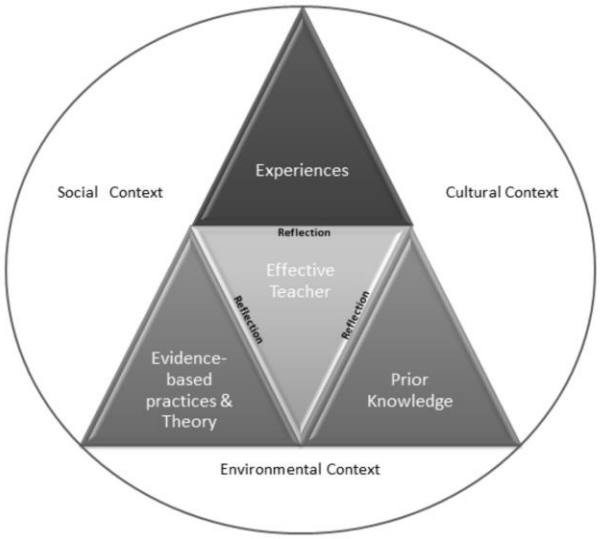
3. **Descriptive Information about the Program:** Provide a one to two paragraph description to help reviewers understand your program (include information that describes how a student typically moves through the program from entry to exit).

The Mayville State Educator Preparation Program (EPP) is committed to creating a collaborative culture that frames the development of teacher candidates' knowledge, skills and dispositions through intentional, dynamic, integrated, and diverse teaching and learning experiences that support personalized, professional growth to positively impact learners. Our vision is to be a leader in educator preparation through transformative, relevant programming, learner-centered pedagogy, and partnerships that enable unique

opportunities for quality experiences supportive to learning and leadership. We prepare highly qualified professionals to work with diverse populations in multiple environments.

The Division of Education is accredited by the Council for Accreditation of Educator Preparation (CAEP), the Higher Learning Commission and the State of North Dakota, a process that assures quality and supports continuous improvement. MSU was approved to offer the special education major for licensure by the State Board of Higher Education in May 2013 and first began offering new courses towards the major in August of 2014. The major was officially approved by the ESPB Program Approval Advisory Committee (PAAC) in December of 2014. Candidate competencies are based on teacher knowledge, skills and dispositions as defined by InTASC and the Council for Exceptional Children (CEC).

The Reflective Experiential Teacher conceptual framework supports the inclusion of effective, research-based teaching strategies. It is based upon a belief that teacher candidates develop the ability to reflect on and apply current research findings, theoretical knowledge, and effective teaching practices.



The InTASC model core teaching standards outline what teachers should know and be able to do to ensure every K-12 student reaches the goal of being ready to enter college or the workforce in today's world. These standards outline the common principles and foundations of teaching practice that cut across all subject areas and grade levels and that are necessary to improve student achievement. Mayville State University Teacher Education Program uses the InTASC standards as a guide to measure teacher candidate proficiencies of the Reflective Experiential Teacher framework. The standards emphasize that candidates must demonstrate knowledge, performances and dispositions in four categories: the learner and learning; content; instructional practice; and professional responsibility. These create the Student Learning Outcomes (SLOs) that encompass all program options.

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Learner & Learning	Content	Instructional Practice	Professional Responsibility
•Learner Development •Learning Differences •Learning Enviornments	•Content Knowledge •Application of Content	•Assessment •Planning for Instruction •Instructional Strategies	•Professional Learning & Ethical Practice •Leadership & Collaboration

Early Childhood Special Education Program:

The goal of the early childhood special education program is to prepare teacher candidates for entry into special education professional practice with the knowledge and skills to practice safely, ethically and effectively with a multi-categorical population of learners with special needs. The special education program seeks to prepare candidates to:

- Apply specialized pedagogical knowledge and skills.
- Master appropriate core academic subject matter content.
- Demonstrate instructional strategies and assessments that are developmentally appropriate for diverse learners.
- Observe, document, and analyze characteristics, behaviors and learning environments of populations with special needs.
- Apply effective verbal and non-verbal communication, multi-media, computers, and current technology skills in specialized settings.
- Demonstrate professional dispositions and ethical practice through collaborative interactions

MSU Special Education Degree Codes:

- BS Ed. Early Childhood & EC Special Education (double major) = 19037 Early Childhood Special Education
- BS Ed. Elementary Education & Special Education = 19055 Special Education Strategist
- BS Ed. Secondary education & Special Education (double major) = 19055 Special Education Strategist

The ECE/SPED program consists of a double major in professional education (early childhood) and special education as candidates must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs Birth-Age 8. The skills of general educator and special educator complement each other, and as such, dual certification is a goal of this program. The CEC Initial Special Educator Preparation Standards Early Childhood Specialist Set are aligned to the InTASC standards and reflect the integrated and inclusive approach to teacher preparation for early childhood special educators.

MSU Student Learning Outcomes	InTASC Standards	CEC Initial Educator Preparation Standards EC Specialty Set
SLO 1 Learner & Learning: Teacher candidates understand diversity in learning and developmental processes and create supportive and safe learning environments for students to thrive.	InTASC 1: Learner Development InTASC 2: Learner Differences InTASC 3: Learning Environments	CEC 1: Learner Development and Individual Learning Differences CEC 2: Learning Environments
SLO 2 Content: Teacher candidates understand subject matter deeply and flexibly so they can advance their students' learning, address misconceptions and connect ideas to everyday life.	InTASC 4: Content Knowledge InTASC 5: Application of Content	CEC 3: Curricular Content Knowledge
SLO 3 Instructional Practice: Teacher candidates will plan instruction, utilize effective instructional strategies and technologies, and continuously assess students for mastery and decision-making purposes.	InTASC 6: Assessment InTASC 7: Planning for Instruction InTASC 8: Instructional Strategies	CEC 4: Assessment CEC 5: Instructional Planning & Strategies
SLO 4 Professional Responsibility: Teacher candidates take responsibility for student learning, positive relationships, their own professional growth, and the advancement of the profession.	InTASC 9: Professional Learning & Ethical Practice InTASC 10: Leadership & Collaboration	CEC 6: Professional Learning & Ethical Practice CEC 7: Collaboration

Criteria for Teacher Education Programs

Criteria for Admission:

Students intending to earn a teaching certificate in conjunction with a degree must complete and submit a formal application to the Teacher Education Program. Students are informed of requirements by academic advisors, complete necessary Teacher Education forms in EDUC 250. Students who have not been admitted to the program have limited course offerings at or beyond the 300 level. Figure 1 shows how candidates progress through the program from admission to completion. An example program of study/sequence of courses (Figure 2) for a majority of students in the ECE/Special Education double major program is also included.

1. Display satisfactory skills as demonstrated by successful completion of the following courses with these minimum grades:

a. ENGL 110- College Composition I	C
b. ENGL 120- College Composition II	C
c. or ENGL 125- Business/Technical Writing	C
d. MATH 103- College Algebra	C
e. COMM 110- Fundamentals of Public Speaking	C
f. PSYC 111- Introduction to Psychology	C
g. PSYC 255- Child & Adolescent Psychology	C
h. EDUC 250- Intro to Education	B

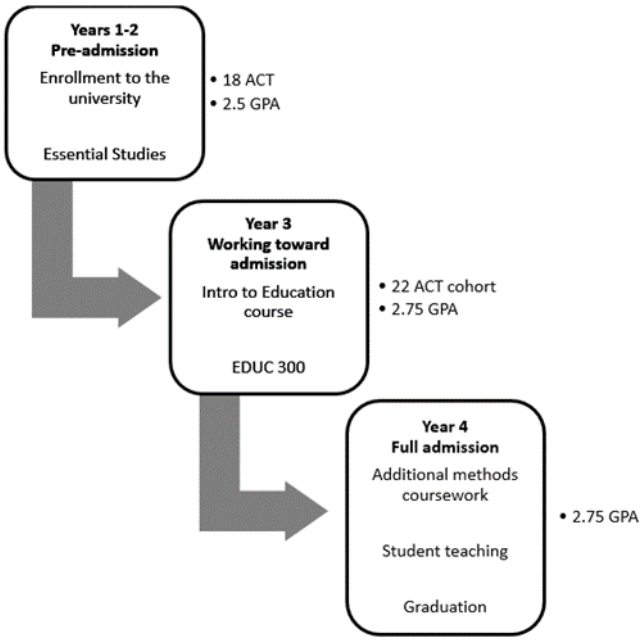

Figure 1. Admission and progression in teacher education programs

2. Successfully complete the Praxis Core Academic Skills for Educators test prior to admission to Teacher Education with scores that meet North Dakota licensure requirements.

(1) meeting the passing score of 156 for Core Academic Skills for Educators: Reading (5712), meeting the passing score of 160 for Core Academic Skills for Educators: Writing (5722), and meeting the passing score of 150 for Core Academic Skills for Educators: Mathematics (5732)

or

(2) meeting a composite score of 466 with no score being below the minimum set for each test; test minimums: 149 for Core Academic Skills for Educators: Reading (5712), 153 for Core

Academic Skills for Educators: Writing (5722), and 143 for Core Academic Skills for Educators: Mathematics (5732)

3. Attain a cumulative grade point average of 2.75;

4. Pass admission interview with a score of 2 or 3 (scores of 0 or 1 considered by the Subcommittee of Admission and Retention);

5. Consideration of recommendations from faculty, staff, or other references;

6. Proof of current student liability insurance;

7. Proof of fingerprinting and a background check clearance; and

8. Receive final approval from the Subcommittee of Admission and Retention when all criteria are met.

Mayville State University

Mayville State University
Division of Education & Psychology
DEGREE PLAN - ECE – With SPECIAL EDUCATION Certification (EC-age 8)

	Freshman Year	Summer	Sophomore Year	Summer-admitted to Teacher Education	Junior Year	Summer	Senior Year
Fall	PSYC 111 (3) ENGL 110 (3) MATH 103 (3) SCNC 101 (3) SCNC 101L (1) UNIV 100 (1) 14 credits	EC 333 (3) EC 376 (1)* HUM Elect. (3) 7 credits	EC 313 (3)* SPED 389 (3) HPER 210 (1) HUM elect. (3) SPED 330 (3) SPED 337 (3) 16 credits	MATH 277(3) EDUC 317 (3) SPED 350 (3) EDUC 381 (3) 12 credits	EC 320 (3)* EC 322 (3) HIST 103 (3) HPER 100 (2) HPER 315 (2) MATH 307 (3) SPED 344 (3) 17 credits	EC 310 (3)* EC 311 (3)* EC 316 (3)* SCNC 320 (3) 12 credits	EDUC 390 (3) EDUC 392 (1) EDUC 436 (2) EDUC 497 (2)* SPED 396 (3) SPED 400b (5)* EDUC 40S (0) 16 credits
Spring	CIS 175 (1) COMM 110 (3) EC 210 (3) EC 211 (3)* ENGL 120 (3) SCNC 102 (3) SCNC 102L (1) 17 credits		SPED 340 (3) EDUC 290 (2) EDUC 250 (3)* EDUC 272 (1) GEOG 103 (3) PSYC 255 (3) 15 credits		EC 315 (3)* EC 335 (3) SPED 336 (3) SPED 338 (3) SPED 343 (3) EDUC 422 (2) 18 credits		EDUC 400 Student Teaching (10)* EDUU 400A (5)* EDUC 401(2) 17 credits
	31 credits	7 credits	32 credits	12 credits	34 credits	12 credits	33 credits

*Courses indicated are designated clinical experience
- UNIV 100 is a 1 credit course only required for incoming freshman
Note: Example plan-courses may not be offered as indicated in this example

Figure 2. Degree Plan Example for Early Childhood/Special Education Program

Continuance in the Teacher Education Program:

Continuance in Teacher Education Admission to teacher education does not guarantee that the teacher education candidate will be retained in the program. To continue in the Teacher Education program, the student must:

1. Maintain a cumulative grade point average of 2.75;

2. Demonstrate expected acceptable dispositions

3. Continue to obtain satisfactory recommendations from faculty, staff, and field-experience supervisors.

If requirements for continuance are not maintained, the Admission and Retention Committee may recommend suspension from the program. If any one of the above three criteria are not met, the Chair of the Division of Education will review and may appoint a 3-person subcommittee of the Admission and Retention (A & R) Committee to review the student file and relevant materials (InTASC evaluations, Disposition Evaluations, GPA, Coursework, etc.). A determination of action will be made by the 3-person committee that may include: mentoring, improvement plan, probation, suspension. A recommendation of suspension or expulsion from the program will be moved to the full A&R Committee.

Exiting the Teacher Education Program:

A favorable recommendation for teacher certification upon completion of the entire teacher education program requires:

1. All teacher education graduates must earn a minimum grade point average of 2.75 in their cumulative, major, minor, and professional education coursework. A grade of "C" or better is required for all professional and methods education courses, excluding EDUC 250 where a "B" is required; and

2. All teacher education graduates are required to take Praxis Subject Area Assessment Tests and Principles of Learning and Teaching (Early Childhood Education, Elementary or Secondary) prior to graduation. Early Childhood Special Education majors must also complete the Praxis II Special Education: Early Childhood test (5691) with a cut-off score of 159.

3. Successful completion of electronic portfolio and presentation; and

4. A favorable recommendation from the Teacher Education Committee.

Upon exit, students may continue to expand their certifications through the addition of minors, majors and endorsements. Students seeking an additional SPED major immediately following completion of their first major must complete the major requirements which may or may not include 30 unduplicated credit hours.

3. Changes in the Program since the Last Review: Please describe any changes since the last review and include rationale for those changes.

The following changes in core courses in professional education occurred since the initial review in 2014. A rationale for each decision is provided.

Professional Education Courses			
	Change	**Rationale**	**CAEP Alignment**
1	EDUC 250 (2 SH) and EDUC 298 (1 SH) which are co-requisite will be combined into one course listed as EDUC 250 (3 SH) for F18-total credits maintained	This course has a common numbering in the NDUS and will now ensure the practicum experience occurs for transfer students beginning a teacher training program. For candidates who transfer a 2 SH course, EDUC 298a was created to ensure the EDUC 250 embedded clinical experience is completed.	1.1 2.3
2	EDUC 272 (1 SH) increased F18 to two semester hours	To better support candidate knowledge and application of the ISTE standards for teaching with technology, the course was increased to 2 SH.	1.1 1.5 CCT-T
3	EDUC 422 Learning Theory and Evaluation (3 SH) was separated into two courses; EDUC 290 Theories of Learning and Management (2 SH) and EDUC 422 Educational Assessment (2 SH)	The 422 course contained content about foundational concepts and theories of learning needed at the beginning the beginning of the education program to best scaffold instruction, as well as advanced methods and application of educational assessment. To best scaffold instruction, EDUC 290 now contains the foundational content and does not require admission, while EDUC 422 is advised to be taken closer to program completion and requires admission. This change was made to better support candidate's learning progressions.	1.1
4	EDUC 380 Teaching English Language Learners (1 SH) was added to the professional education core courses in F14	This course was added to support teaching knowledge and skills related to the specific learning needs of the EL population. While concepts were integrated across methods courses, establishing a stand-along course dedicated to specialized topics better supports candidates ready to teach all students. This change was also made in response to graduate survey results; completers indicated they did not feel well prepared to design instruction for EL students.	1.1 1.4 CCT-D
5	EDUC 380 Teaching English Language Learners (1 SH) will increase from one credit to 2 SH effective F18.	To deepen candidates' understanding of the strengths and needs of EL students, this course was increased by one semester hour. In addition, this change supports the possibility for students to use	1.1 1.4 CCT-D

		the course as the first course towards and EL endorsement through a collaborative partner.	
	EDUC 401s: Pre-Student Teaching Seminar (0 SH) was added F15	The seminar has always been required, but was added as a transcribed course to ensure registration, streamline preparation for the student teaching experience, gauge understanding of codes of ethics and professional practices, and support co-selection of school partners for the student teaching clinical experience. EDUC 401s is required the semester immediately prior to student teaching Previously, candidates were instructed to attend the seminars, but no registration was required.	2.1 3.6
Note: SH = Semester Hour; CCT = Cross-Cutting Theme; D = Diversity; T = Technology			

Teaching Specialty Area: EC Special Education			
1	The prefix and course numbering for EC 337 (3SH) Special Needs in ECE was changed to SPED 227 Special Needs in ECE.	EC 337 changed the prefix from EC to SPED and course number from 337 to 237. The course number was changed to better align with 2 year colleges transfer students and to designate the course as one specific to the knowledge and skills of the CEC standards.	1.1 1.4 5.3 CCT-D

4. **Field & Clinical Experiences:** Briefly describe the required field & clinical experiences that are specific to your program including the number of hours for early field experiences and the number of hours/weeks for student teaching or internships.

Some professional courses provide School-based Field Experiences under the dual supervision of the responsible University Mentor and selected competent and qualified Field Mentors in the P-12 schools. The double major required of early childhood special educators is reflected in the amount of clinical practice required before candidates are recommended for licensure. Clinical Experiences/Student Teaching Experiences are an integral part of the professional education program that are designed to help the candidates understand the relationship between classroom theory and application. The Director of Student Placement monitors experiences, making sure candidates are assigned to multiple settings, which increases the amount and types of diverse P-12 students with which candidates interact. Information on experiences is manage through the Field Placement database to assist in making informed decisions about where to place candidates. It is not likely candidates will be placed in schools in which they have attended. Selection for experiences are made balancing factors such as diversity of school, recommendations from district administrators, travel time & distance, school schedule, course schedule, and personal considerations (e.g., disability, socioeconomic status, transportation, family).

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Field Experiences and Student Teaching by Program

Program	Field Experience (Observation and/or Practicum)	Student Teaching	Total Number of Hours & Fees
Early Childhood Education (Birth –Grade 3) *On Campus	EDUC 250/298- 25 hours observation EC 211- 12 hrs observation EC 313- 8 hrs hands on EC 320- 9 hrs hands on EC 335- 2 hrs hands on EC 336- 4 hours observation EC 376- 20 hrs hands on EDUC 301/318 - 18 hrs hands on (elementary internship = 1.5 hrs/12 days) EDUC 302/319 - 87 hrs- (Internship= 3hrs/25 days) (Tate Topa= 6 hrs/2 days) *($50)* **FALL Experiences** (Block I/Block II)- 11.5 hrs hands on (Rainbow Gardens)= 1.5 hrs/3days) (6 hrs- Pelican Rapids) EDUC 381- 8 hrs hands on EDUC 390- 6 hrs observation	EDUC 400- Grade 1-3 (10 weeks) EDUC 400a- Grade K (5 weeks)	- 49 hours of observation - 181.5 hours of hands on experience/field experiences - 15 weeks of student teaching experiences
	HPER 315- 12 hrs hands on, 2 hrs observation MATH 307- 6 hrs hands on		

Early Childhood Education (Birth –Grade 3) *Distance	EDUC 250/298- 25 hours observation EC 211- 12 hrs observation EC 313- 8 hrs hands on EC 320- 9 hrs hands on EC 335- 2 hrs hands on EC 336- 4 hours observation EC 376- 20 hrs hands on EDUC 301/318 off campus- 30 hrs teaching EDUC 302/319 off campus- 40 hrs teaching HPER 319- 2 hours observation EDUC 381- 8 hrs hands on EDUC 390- 6 hrs observation HPER 315- 12 hrs hands on, 2 hrs observation MATH 307- 6 hrs hands on	EDUC 400- Grade 1-3 (10 weeks) EDUC 400a- Grade K (5 weeks)	- 51 hours of observation - 135 hours of hands on experience/field experiences - 15 weeks of student teaching experiences
Early Childhood Special Education	EC 336- already counted in EC major SPED 497-60 hour internship	SPED 400B- 5 weeks	- 15 weeks of student teaching experience - 60 hours of hands on experience

SECTION II: RESPONSE TO STANDARDS

1. **Areas of Weakness from Prior Review:** How has the program addressed and resolved the weaknesses targeted in the previous program review and not previously resolved? Describe actions taken to address the weakness and provide evidence that the weakness has been resolved.

There were no areas of weakness noted from the initial approval for the major in Early Childhood Special Education. The ESPB Program Approval Advisory Committee notified the EPP of approval on December 12, 2014, thus the first full year of the new major was 2015-2016.

The one contingency that all practicum within the program be offered for two semester hours was immediately addressed and is evident in the curriculum exhibit form (see pages 3-4) and MSU course catalogue.

2. Course/Assessment Matrix:

- Complete the matrix below.
  - List courses that address each of the ESPB standards for your program. (All courses listed should be linked to an electronic syllabus.)
  - List the assessments that most clearly align with each standard. (Choose from among those listed in Section IV: Evidence of Meeting the Standard.)
- Provide a short narrative describing how the program addresses the standard (For example, identify course objectives, activities and related experiences.)

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The special education major must meet or exceed the Council for Exceptional Children (CEC) Standards as adopted by ESPB for meeting regular licensure. Effective July 1, 2012, all applicants to special education majors must meet or exceed the Praxis II cut scores for the specific disability as set by the ESPB Board. CEC Standards that apply for this report are taken from *What Every Special Educator Must Know: Professional Ethics, Standards, 7th Edition, 2015.*

State Standard	Course Prefix and Title (with electronic links to syllabi)	Assessment (from among those listed under Section IV: Evidence of Meeting the Standard)
Initial Preparation Standard 1: Learner Development and Individual Learning Differences 1.0 The program requires beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. **Key Elements** 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities. 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	EC SPED Teaching Specialty SPED 237 Special Needs in ECE (3) SPED 389 Foundations of Special Educ (3) SPED 336 Soc & Emotion Dvlp Guid in ECE (3) ECE Teaching Specialty EC 320 Infants and Toddlers (3) ECE Professional Core EC 210 Introduction to ECE (3) EC 211 Observation/Assessment (3) PSYC 255 Child & Adolescent Psych (3) EDUC 290 Theories of Learn. & Mgmt. (2) EDUC 380 Teaching English Language Learners (2) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) SPED 338 Home, School & Community Relations (3)	Praxis II Praxis II: Special Education-Preschool/Early Childhood EC/SPED 336 Final Case Study Assignment

Narrative: The Early Childhood Special Education program at Mayville State is a double major program that spans age groups of infants, toddlers, preschool, kindergarten, and elementary students in grades 1-3 from the perspectives of general and special education; as such the study of learner development and individual learning differences is extensive. Candidates are prepared for the complex challenges of teaching individuals with exceptional learning needs Birth-Age 8 representing a wide range of development.

The focus on individual learner differences is emphasized in SPED 389: Foundations of Special Education as students explore the 13 disability categories under IDEA law, learning characteristics of how each disability interacts with typical development and the learning processes across the life-span, as well as basic modifications, accommodations, and settings appropriate to those differences. Disproportional representation of students from racial and ethnic minority groups and the risk ratio is explored in relation to provisions of IDEA procedural safeguards, services in the least restrictive environment, and potential instructional consequences. Cultural responsiveness is defined and candidates explore the cross-course connections as the steps to advocacy and becoming a culturally responsive teacher as mapped throughout the MSU curriculum/required courses. This includes: (1) using the adapted posture of cultural reciprocity, (2) incorporating culturally responsive instruction, (3) capitalizing on collaborative teams, and (4) implementing ND MTSS (RTI).

Candidates complete EDUC 381 Human Relations & Cultural Diversity, a course that engages students to analyze the socio-cultural dimension that influences the educational process for individuals based on differences in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. Candidates participate in several on and off-campus cultural experiences throughout the semester, including a practicum experience tutoring New Americans in English. In EDUC 380: Teaching English Language Learners, candidates are focused on improving practice related to program options for ELL's and learn how to make instructional decisions to respect the individual strengths and needs of English Language Learners. The course includes the study of 15 specific topics related to the education of ELLs: Use of Home Language Survey, administration and screening assessments, Federal and State Laws on ELL programming and the Rights of ELL's, Federal Title III program guidelines and school requirements, LEP/ELL accommodations for assessment and instruction, ND Century and Administrative Code regarding ELL Programs and Services, Targets, Criteria and Accountability for ELL, Exit Criteria, ACCESS for ELLs annual assessment, and Individualized Language Plans & ELL Program Models.

In EDUC 390: Special Needs in an Inclusive Setting, candidates learn to identify students with special needs, plan for inclusion, and how to implement a team approach to meet individual needs through modifications and adaptions within an inclusive general education environment. This is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical handicaps, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented).

In EDUC 338, students learn to establish and maintain positive collaborative relationships with families, how to apply family system theories, and how to communicate effectively not only with parents but also with other professionals and agencies that support children's development. Students learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs.

As a pre-requisite course for admission to teacher training programs, PSYC 255 prepares candidates with the knowledge of cognitive, physiological, social and emotional aspects of development, and exceptionalities to development, from conception to early adulthood. Special emphasis is placed on the development of students of diverse backgrounds and individual differences. Also as an early course in the teacher training program, EDUC 290: Theories of Learning & Management is a study of theoretical perspectives on learning, cognition, motivation, engagement and behavior management. A focus in this course is on understanding how learning occurs differently for individuals, learning readiness, assets for learning (such as family background, culture, socioeconomic status), and how individuals construct knowledge and acquire skills. Candidates also gain knowledge of how to collaborate with learners to create optimal learning environments based on learning needs. To further support early childhood special education teacher candidates in the study of typical and atypical child development, EC 210 Introduction to Early Childhood introduces physical, social, emotional, language, cognitive, and aesthetic development of all young children from Birth-Age 8, including characteristics of children as learners and individuals. In the co-requisite course EC 211 Observation and Assessment, teacher candidates observe and apply their understanding of areas of development by completing observational assessment tools in an early childhood classroom.

To continue to build understanding of how best to respond to learners with special needs in developmentally appropriate ways, candidates complete the course SPED 237 Special Needs in Early Childhood Education. The course is designed as a survey of various special needs (physical, cognitive, communication, social, emotional) and developmentally appropriate approaches to working with students in the inclusive environment. Candidates learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities,

developmental delays and special needs. Students will be able to identify family, cultural, and community influences on child development, both typical and atypical.

Additionally, in EC 320 Infants and Toddlers, teacher candidates further study the developmental domains (i.e., physical, social, emotional, language, cognitive, and aesthetic). They apply knowledge by creating a toy that is developmentally appropriate for the domain ages of 8-30 months. Teacher candidates implement interactions with the toy and child in the infant/toddler classroom. EC/SPED 336 Social and Emotional Development and Guidance in ECE examines both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children in educational settings. Throughout the course, EC special education teacher candidates study classroom management, motivation, building self-esteem, and positive guidance strategies allowing them to learn how to manage the routines of the classroom and plan for instruction.

Candidates apply core concepts of learner differences during embedded practicum experiences (see field experience chart on page 14 of this report) and are assessed at the end of the program during the 5-week special education student teaching experience, in which they create learner centered lessons to address areas of weakness identified in IEPs and IFSPs. As they complete the general education 10-week student teaching experience in grades 1-3 and 5 additional weeks in kindergarten, candidates demonstrate modifying and accommodating for learner differences in the regular education setting through meaningful learning experiences.

Initial Preparation Standard 2: Learning Environments 2.0 The program requires beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. **Key Elements** 2.1 Beginning special education professionals, through collaboration with general educators and other colleagues, create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions. 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments. 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.	EC SPED Teaching Specialty HPER 210 First Aid & CPR (1) SPED 389 Foundations of Special Educ (3) SPED 330 Behavior Modification & Mgmt (3) SPED 336 Soc & Emotion Dvlp Guid in ECE (3) SPED 343 Classroom Modifications (3) ECE Teaching Specialty EC 333 Pre-K Methods/Materials (3) ECE Professional Core EDUC 290 Theories of Learn. & Mgmt. (2) EDUC 380 Teaching English Language Learners (2) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 250 Introduction to Education (3) SPED 400B Special Education Student Teaching (5) EDUC 400A Student Teaching-Pre-K, K (5)	Capstone Portfolio Standard 3 (SLO #1)

Narrative: Beginning in EDUC 250 Introduction to Education, teacher candidates begin learning about the importance of the teacher as a variable in the learning environment. The program first focuses on creating a community of learners and being proactive to maintaining order in the classroom. Candidates engage in discussions based on lived experience and clinical observation about how to communicate a sense of

caring, organizing a classroom, and prevent potential problems through planning. In addition, candidates analyze rules and expectations to create safe and respectful environments by preparing a first draft of classroom expectations and refining these based on course instruction and guidance. In the practicum experience, candidates reflect on interactions of diversity, classroom management, student behaviors, teacher-student interactions, student-student interactions, classroom environment, and problem solving.

In the EDUC 290: Learning and Management Theories course, candidates study approaches to learning and behavior management through the lenses of behaviorism and constructivism. This includes key models such as Positive Behavior Intervention and Supports (PBIS), applied behavior analysis, neuroscience, and trauma informed instruction. In addition, classroom management is examined in connection to motivation and engagement in a collaborative learning culture. Candidates work with case study scenarios that require an appropriate teacher response (e.g., student leaving a classroom, refusing to work, losing temper) and learn strategies to preventative behavior issues as well as what to do during and after an incidence/event.

Focus on the learning environment is emphasized in SPED 389 Foundations of Special Education as students explore the 13 disability categories under IDEA law, learning basic modifications, accommodations, and settings appropriate to individual differences. Candidates explore their roles of general and special educators, societal and media perceptions of disability, and gain an understanding of their roles in a RTI model for implementing core instruction, differentiated instruction, small group interventions, and customized support for individuals with exceptionalities. Also in SPED 389, candidates complete the Arc Self-determination Scale to become familiar with the essential characteristics of self-determined behavior (autonomy, self-regulation, psychological empowerment and self-realization) and to facilitate an understanding of activities and educator responses that can help build these characteristics. Candidates complete a 2-hour volunteer experience at the local Independent Living Center to observe and apply these concepts to individuals with exceptional needs.

In SPED 343: Classroom Modifications, candidates learn how to create an inclusive environment through the accommodations and modifications they will be providing to students with disabilities. Students learn what accommodations and modifications are most successful for working with and motivating students with disabilities. They create an accommodations and modifications portfolio that demonstrates their understanding of different accommodations and modifications and how to teach individuals with exceptionalities to transfer use of these to different environments.

The study of how to establish culturally responsive learning environments occurs through two specific courses required in the EC special education program. Candidates complete EDUC 381 Human Relations & Cultural Diversity, a course that engages students to analyze the socio-

cultural dimension that influences the educational process for individuals based on differences in ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Teacher candidates learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems in an attempt to better understand the socio-cultural behaviors and characteristics of different cultural and ethnic groups to provide a supportive educational environment. Candidates participate in several on and off-campus cultural experiences throughout the semester, including a practicum experience tutoring New Americans in English. In EDUC 380: Teaching English Language Learners, candidates are focused on improving practice related to program options for ELL's and learn how to make instructional decisions with respect to the individual strengths and needs of English Language Learners.

In the EC 336 Social and Emotional Guidance in Early Childhood Education course, candidates study classroom management, motivation, building self-esteem, and how positive guidance strategies allow teachers to learn how to manage the routines of the classroom environment and plan for instruction/interventions. Additionally, there is emphasis in EC 333 Pre-Kindergarten Methods and Materials on developmentally appropriate curricula based on the needs and interests of individual Pre-kindergarten children. Teacher candidates demonstrate effective teaching techniques in various curriculum areas including science; math, arts, music and movement, literacy, and social studies. Throughout the course the teacher candidates will complete activities on developmentally appropriate curriculum, learning centers, and creating a classroom environment that motivates children to learn.

In EDUC 390: Special Needs in an Inclusive Setting, candidates learn how to intervene through applying the “circle of influence” problem-solving process. Candidates are taught to: (1) know their students in order to spot connections between the student’s behaviors and academic successes or struggles, (2) set clear, measurable, and realistic goals that align with information gathered about the student, (3) decide how to monitor growth using a concrete chart, checklist, or other tracking tool, and (4) select an action plan for the specific skills a student needs to work on. This project provides pre-service teachers the opportunity to drill deeply into the complex layers of social, emotional, cognitive, cultural, economic, environmental factors, and diagnosed disabilities that makes each student who he or she is. This also allows pre-service teachers to apply developmentally appropriate modifications, accommodations, and differentiated lesson plans that allow individuals with exceptionalities to participate in inclusive settings successfully.

Candidates also learn appropriate responses in SPED 330 Behavior Modification and Management. The course presents candidates with opportunities to discuss theory, conceptual approaches, and practice application of operant and classical conditioning procedures for children, youth and adults in applied settings. Candidates also learn how to apply Behavior Modification & Management to various forms of behavioral,

psychological, and social-emotional situations. Teacher candidates learn about principles, procedures and practical how-to skills such as; observing and recording behavior, recognizing instances of reinforcement, extinction and punishment and their likely long-term effects, design, and to implement and evaluate behavioral programs.

For individuals who have special health needs, candidates learn how to intervene safely and appropriately in a health related crisis through HPER 210 First Aid & CPR. Early childhood special education teacher candidates receive instruction and laboratory practice in first aid procedures including cardiopulmonary resuscitation (CPR), rescue breathing, artificial airway obstruction, and use of an automated external defibrillator (AED). The course is taught according to American Heart Association standards.

Candidates apply core concepts of learning environments in SPED 400B Special Education Student Teaching during embedded practicum experiences and are assessed at the end of the program during the SPED 400B 5-week special education student teaching experience, in which they create learner centered lessons to address areas of weakness identified in IEPs and IFSPs. As they complete the general education EDUC 400A 10-week student teaching experience in grades 1-3 and 5 additional weeks in kindergarten, candidates demonstrate modifying and accommodating for learner differences in the regular education setting through meaningful learning experiences.

Initial Preparation Standard 3: Curricular Content Knowledge 3.0 The program requires beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. **Key Elements** 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge,	<u>EC SPED Teaching Specialty</u> SPED 237 Special Needs in ECE (3) SPED 389 Foundations of Special Educ (3) SPED 336 Soc & Emotion Dvlp Guid in ECE (3) SPED 343 Classroom Modifications (3) SPED 344 Augmented/Alternative Communic (3) <u>ECE Teaching Specialty</u> EC 313 Lang. & Literacy in ECE (3) EC 333 Pre-K Methods/Materials (3) EC 335 Art, Music, & Play in ECE (3) HPER 315 Movement Ed. in Early Childhood (2) EDUC 436 Kindergarten Methods (2) SPED/EDUC 350 Remedial Reading (3) *Block I*	Praxis II: Special Education-Preschool/Early Childhood Praxis II: Early Childhood Education Praxis II: Principles of Learning and Teaching-Early Childhood

integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities. 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities. 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.	EDUC 301 Strategies in Elem. School (3) EDUC 318 Reading in Elem. School (3) EDUC 307 Math Strategies in the Elem. & Middle School Classroom (3) *Block II* EDUC 302 Social Studies Strategies in Elementary Schl (3) EDUC 319 Language Arts in Elementary Schl (3) SCNC 321 Science for Elementary Teachers I (3) ECE Professional Core EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 400 Student Teaching EDUC 400A Student Teaching-Pre-K K SPED 400B Special Education Student Teaching	

Narrative: Curricular content knowledge required for beginning professionals in early childhood special education is studied throughout the double major program. The training programs spans age groups of infants, toddlers, preschool, kindergarten, and elementary students in grades 1-3 from the perspectives of general and special education, and as such the study of general and specialized content knowledge is extensive. The double major candidates in EC SPED must master appropriate core academic subject matter as well as be prepared for the complex challenges of teaching individuals with exceptional learning needs Birth-Age 8. Specialized curricula of the CEC Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set are aligned to courses throughout the early childhood, early childhood special education, and elementary education programs. Teacher candidates focus on content knowledge of the general curriculum as they gain an understanding of the regular education setting then begin to shift emphasis to the structures and central concepts of specialized curriculum. Ultimately, this leads to the integration of the two forming a cohesive, collaboration-based approach to all curricula for children with exceptionalities. In the EDUC 290 Theories of Learning and Management course, candidates gain an understanding of theories and research that form the basis of curriculum development and instructional practice.

In SPED 237 Special Needs in ECE, candidates are introduced to the specialized content knowledge for teaching individuals with exceptionalities. Designed with the Early Childhood student in mind, this course surveys various special needs (physical, cognitive, communication, social, emotional) and approaches to working with students in the inclusive environment. Students will learn to adapt strategies and environments to meet the specific needs of all children, including those with disabilities, developmental delays, and special needs. Additionally, in SPED 389 students explore the 13 disability categories and how meaningful learning opportunities can best be designed for individuals through universal design for learning.

The scope and sequence of the general curriculum, include central concepts, structures of the discipline, tools of inquiry, and cross-disciplinary skills. These skills are studied in the designated methods courses for early childhood (Birth-age 8) and elementary education as preparation spans both the elementary setting as well as infant, toddler, and pre-K programs. The EC teaching specialty courses include; EC 313 Language & Literacy in ECE, EC 333 Pre-K Methods/Materials, EC 335 Art, Music, & Play in ECE, HYPER 315 Movement Education in Early Childhood, EDUC 436 Kindergarten Methods, and SPED/EDUC 350 Remedial Reading. These method courses cover: the study of language and literacy in early childhood, pre-K methods and materials, art, music and play in early childhood, movement education in early childhood, kindergarten methods, and remedial reading. Candidates have opportunities to apply current research to the five developmental domains through co-requisite field experiences. At the grades 1-3 level, methods for the general curriculum are structured in “blocked” courses taken concurrently. Block I and Block 2 (see chart above) include the scope and sequence of subject-specific content standards outline what learners should know and be able to do at each grade level in order to develop meaningful learning progressions. Collectively the courses address the subject areas of reading, language arts, math, social studies, science, PE/health, and creative arts.

Block I (see chart above) courses focuses on planning for instruction, learning styles, cooperative learning, and classroom management among several other research-based best practices. Throughout the course, candidates participate in a wide array of field experiences with elementary students. Lesson planning is a large component of this course and candidates learn how to apply their understanding of development, learning, and motivation to create engaging, developmentally appropriate lessons for elementary-aged students. In their lesson plans candidates must identify a profile student who needs differentiated instruction according to the Response to Intervention Model. After the profile student has been identified, teacher candidates must determine what the profile student objectives and assessment goals will be according to the lesson. Candidates work to modify general and specialized curricula to make them accessible to individuals with exceptionalities. The purpose of the field-based experiences are to provide candidates with application opportunities within the classroom setting to prepare them for professional

service as well as apply the strategies they have learned in class. Candidates' application of content is evaluated using observations and written evaluations.

Block II (see chart above) courses build upon the foundation of curricular content knowledge of Block I for the early grades of the elementary school setting. The course allows candidates to practice implementing research-based teaching strategies in the simulated setting with peers and in several required field experiences. A content focus on the use of inquiry lessons, simulations, and multimodal lesson development is reinforced. The importance of teaching to different learning styles and multiple intelligences is emphasized along with critical thinking skills and effective teaching practices to meet the needs of diverse learners. Content and application of content are assessed through authentic projects, with associated checklists and rubric. Candidates collaboratively create a thematic unit, interview and synthesize information from an award-winning teacher, and write/teach lesson plans to develop a foundational understanding of curriculum requirements through multiple methods. Candidates must also write lesson plans that identify a profile student needing differentiated instruction according to the Response to Intervention Model. After the profile student has been identified, students must determine what the profile student objectives and assessment goals will be according to the lesson. Students work to modify general and specialized curricula to make them accessible to individuals with exceptionalities.

Teacher candidates learn to make learning accessible to individuals with exceptionalities in EDUC 390: Special Needs in an Inclusive Setting. Candidates learn how to choose appropriate specialized and modified curricula through a problem-solving process. Candidates are taught to: (1) know children's strengths and needs in order to spot connections between their behaviors and academic successes or struggles, (2) set clear, measurable, and realistic goals, (3) decide how to monitor growth, and (4) select an action plan to help the child find success. This project allows pre-service teachers the opportunity to apply developmentally appropriate modifications, accommodations, and differentiated lesson plans that allow the case study student to reach educational goals.

Candidates in the EC special education program also learn to integrate affective, social, and life skills with academic curricula. In the course EC 336 Social and Emotional Guidance in Early Childhood Education, candidates examine typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children. They also identify and prioritize areas of the general curriculum and accommodations for individuals with exceptionalities. These accommodations are studied more in-depth in SPED 343: Classroom modifications, where candidates learn to modify general and specialized curricula to make them accessible to individuals with exceptionalities. Candidates explore what accommodations and modifications are most successful for working with students that have different types of disabilities and specialized needs. They create an accommodations and modifications portfolio that demonstrates their understanding. For the key assessment

teacher candidates determine the appropriate accommodations or modifications for a case study student. For children with communication needs, candidates also explore options for specialized curricula through SPED 344: Augmented and Alternative Communication.

Proficiency in use of knowledge of general and specialized curricula for a beginning early childhood special educator is demonstrated during the student teaching experiences in SPED 400B, EDUC 400 and EDUC 400A. Candidates work in an assigned school in grades 1-3 with a cooperating special education teacher for 5 weeks, for 10 weeks in a grade 1-3 setting, and for 5 weeks in kindergarten. The end of program formal evaluation of skills is completed by the cooperating teacher and the university supervisor. The candidate also self-evaluates their knowledge, skills and disposition. In addition, candidates show knowledge and skills curricula in the capstone portfolio; the candidate provides artifacts that exemplify both knowledge and performance skills as well as a written rationale to explain how the artifacts confirm understanding of content.

Initial Preparation Standard 4: Assessment 4.0 The program requires beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. **Key Elements** 4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias. 4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	<u>EC SPED Teaching Specialty</u> SPED 389 Foundations of Special Educ (3) SPED 340 Assess/Doc Infant/Toddler Pgms (3) SPED 396 Special Education Law (3) <u>ECE Teaching Specialty</u> EC 333 Pre-K Methods/Materials (3) EDUC 436 Kindergarten Methods (2) EDUC 350 Remedial Reading (3) *Block I* EDUC 301 Strategies in Elem. School (3) EDUC 318 Reading in Elem. School (3) EDUC 307 Math Strategies in the Elem. & Middle School Classroom (3) *Block II* EDUC 302 Social Studies Strategies in Elementary Schl (3) EDUC 319 Language Arts in Elementary Schl (3)	Praxis II: Special Education-Preschool/Early Childhood Praxis II: Early Childhood Education Praxis II: Principles of Learning and Teaching-Early Childhood CEC Skills Evaluation Capstone Portfolio Standard 6 (SLO 3)

4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities. 4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	SCNC 321 Science for Elementary Teachers I (3) ECE Professional Core EC 211 Observations, Assessment, and Interpretation Techniques (3) EDUC 290 Theories of Learn. & Mgmt. (2) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 422 Educational Assessment (2) SPED 388 Home, School, Community Relations (3) SPED 400b Special Education Student Teaching (5) SPED 497 Special Education Internship (2)	

Narrative: The Early Childhood Special Education program requires beginning teacher candidates to use multiple methods of assessment and data sources to interpret assessment results and make educational decisions. These concepts, measurement principles, and practices are taught throughout the teacher preparation program. In the beginning of the teacher preparation program teacher candidates take EC 211 Observation and Assessment and EDUC 290 Theories of Learning and Management. These introductory courses present measurement principles and practices to interpret assessment results using multiple methods of assessment. This allows the teacher candidates to begin implementing assessment tools and understand how to use assessment findings to make educational decisions for individuals with exceptionalities. In EC 211 Observation and Assessment, teacher candidates observe and apply their understanding of areas of development by completing 10 observational assessment tools in an early childhood classroom. The observational assessment process is modeled by the instructor, practiced with peers in the university classroom, and applied in the early childhood classroom with their case study child. EDUC 290 Theories of Learning and Management, candidates explore theoretical and philosophical perspectives on learning, cognition, and behavior of children that impact instructional/assessment decisions and respect individual strengths and needs.

These concepts are reinforced in SPED 340 Assessment and Documentation in Infant/Toddler Programs often taken in the teacher candidates sophomore year. The purpose of this course is to emphasize the importance of assessment and documentation in Infant/Toddler Programs. Students explore a variety of assessment techniques which are unique to the infant/toddler setting. Central to this course, a number of tools are

used to document children's development as well as ways to communicate with parents of infants and toddlers. Students will participate in field work which will allow them to develop their assessment and documentation skills.

Prior to student teaching, teacher candidates take EDUC 350 Remedial Reading and EDUC 422 Educational Assessment. In EDUC 350 Remedial Reading teacher candidates complete an overview and application of research-based assessment, diagnostic practices, and corrective reading methods to provide interventions and differentiated support in reading instruction. Students also learn to assess, analyze assessment data, and plan and practice research-based instructional strategies that support student learning styles and different reading abilities, including English Language Learners. Students demonstrate teaching competencies in reading instruction and assessment to support learning styles, as well as, use research-based assessment and instructional strategies for small group, whole group, and individual learners in a regular classroom setting and within intensive reading programs. Students also participate in student-led inquiry, shared teaching practice and performance, and case study applications. Teacher candidates also practice building assessments in EDUC 422 Educational Assessment, the focus of this course is for teacher candidates to understand and use a range of planning tools for desired learning results and multiple sources of evidence of student learning. Beginning with the identification of learning goals and purpose for assessment, candidates will: (1) diagnosis diverse student needs, (2) learn to use formative assessment and feedback, (3) critique existing assessment tools, (4) design, adapt and select a range of multiple evaluation, (5) use technology to support assessment practices, (6) communicate standards-based results, and (7) use assessment results to improve the teaching and learning process through data-based decision-making. The combination of these courses introduces, reinforces, and allows teacher candidates to design and implement multiple methods of assessment to provide data sources to make educational decisions.

Beginning special education professionals are introduced to several informal and formal assessments that they will be able to select from and implement in their own classrooms. EC 211 Observations, Assessment and Interpretation Techniques is the required course in assessment of young children and children with special needs for early childhood special education licensure. Throughout the course teacher candidates explore the use of informal and formal assessment strategies to plan and individualize curriculum and teaching practices. Teacher candidates select, review, use, and interpret assessment instruments to determine the ability levels of children (birth-8yrs) representing 'at risk' populations, those with developmental disabilities and special abilities. Teacher candidates study teacher bias and how this can affect observations and the assessment process, this is done through a questionnaire that allows teacher candidates to explore and recognize possible biases in assessments. Teacher candidates also complete SPED 340 Assessment and Documentation in Infant and Toddler Programs. This course emphasizes the importance of assessment and documentation in Infant/Toddler Programs. SPED 389 Foundations of Special Education introduces the teacher candidate to the development of special education in a school system and the roles that members of the multi-disciplinary team play in the assessment process.

The key course in the program of study for EC SPED regarding collaboration is SPED 338 Home, School, and Community Relations. The course supports candidates in how to establish and maintain positive collaborative relationships with families, apply family system theories, and communicate effectively not only with parents but also with other professionals and agencies that support children's development. Teacher candidates learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Teacher candidates learn to affirm and respect the diversity of individual families. The teacher candidate participates in a book study reading *The Essential Conversation,* by Sara Lawrence-Lightfoot. The book study focuses on an understanding of the diversity in a community, how to build a relationship with families, and making sure families feel welcome and a part of their child's learning experience. Collaboration with families and colleagues is further studied in SPED 340 Assessment and Documentation in Infant and Toddler Programs. In this course teacher candidates use multiple types of assessment information in making decisions about individuals with exceptionalities. The purpose of this course is to emphasize the importance of assessment and documentation in infant/toddler programs. Teacher candidates explore a variety of assessment techniques which are unique to the infant/toddler setting. A number of tools used to document children's development as well as ways to communicate with parents of infants and toddlers, are central to this course. It is especially important to consider each child's family and culture when planning appropriate assessment. Teacher candidates participate in field work which allow them to develop their assessment and documentation skills about individuals with exceptionalities.

Proficiency in providing quality feedback through effective teaching methods is demonstrated during the 60-hour SPED 497 Birth to Pre-K Internship and three required student teaching experiences: 10 weeks in a grade 1-3 regular education classroom, 5 weeks in kindergarten, and 5 weeks in grades K-3 special education. Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them. These skills are also demonstrated during the student teaching experience in SPED 400b. During this five week experience teacher candidates demonstrate their knowledge and skills of instructional planning along with providing feedback to guide individuals with exceptionalities.

Initial Preparation Standard 5: Instructional Planning and Strategies 5.0 The program requires beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. **Key Elements** 5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities. 5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities. 5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the	EC SPED Teaching Specialty SPED 237 Special Needs in ECE (3) SPED 389 Foundations of Special Educ (3) SPED 343 Classroom Modifications (3) SPED 344 Augmented/Alternative Communic (3) SPED 400B Special Education Student Tchg (5) ECE Teaching Specialty EDUC 290 Theories of Learning and Management (2) EC 313 Lang. & Literacy in ECE (3) EC 333 Pre-K Methods/Materials (3) EC 335 Art, Music, & Play in ECE (3) MATH 277 Mathematics for Elem. Teachers (3) EDUC 436 Kindergarten Methods (2) SPED/EDUC 350 Remedial Reading (3) *Block I* EDUC 301 Strategies in Elem. School (3) EDUC 318 Reading in Elem. School (3) EDUC 307 Math Strategies in the Elem. & Middle School Classroom (3) *Block II* EDUC 302 Social Studies Strategies in Elementary Schl (3) EDUC 319 Language Arts in Elementary Schl (3) SCNC 321 Science for Elementary Teachers I (3) ECE Professional Core EC 336 Social & Emotional Dvlp Guid in ECE (3) EC 376 Field Experience in ECE (1) EDUC 272 Educational Technology (2)	CEC Skills Evaluation Capstone Portfolio Standards 7 & 8

communication and learning of individuals with exceptionalities. 5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities. 5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams. 5.6 Beginning special education professionals teach to mastery and promote generalization of learning. 5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	EDUC 380 Teaching English Language Learners (2) EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 400 Student Teaching (10) EDUC 400A Part-Time Student Teaching (5)	

Narrative: The double major for EC special education is founded on the framework of multi-tiered systems of support (MTSS), that in order to provide all students with the best opportunities to succeed academically and behaviorally, candidates in EC SPED must master instructional planning and strategies for both the general education and special education settings for individuals with exceptional learning needs Birth-Age 8.

The consideration of individual abilities and interests is first explored by candidates in EDUC 290 Theories of Learning and Management. The course is designed as a higher-ordered study of intertwined and varied theoretical perspectives on learning, cognition, and behavior management of diverse learners. The content of the course is focused on understanding how learning occurs, learner readiness, assets for learning, and how individuals with and without exceptionalities construct knowledge and acquire skills. Candidates learn how to make instructional decisions that respect individual strengths and needs. Another content area of focus is on motivation and engagement as it relates to building self-direction. Throughout the course, candidates understand how to collaborate with learners to select, develop, and create optimal learning experiences.

In EC 336 Social and Emotional Guidance in Early Childhood Education, candidates examine both typical and atypical social and emotional development in children ages 0-8 as a basis for understanding and working with children. Throughout the course candidates study classroom management, motivation, building self-esteem, and positive guidance strategies allowing them to learn how to manage the routines of the classroom and plan for instruction.

In EDUC 380 Teaching English Language Learners, candidates consider cultural and linguistic factors related to program options and learning experiences for ELL's and learn how to make instructional decisions to respect the individual strengths, needs, interests, and learning environment of English Language Learners. In EDUC 381: Human Relations & Cultural Diversity, candidates analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. They learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems.

The knowledge and use of technologies that support instruction and assist the communication and learning needs of individuals with exceptionalities occurs across four key courses. In conjunction with the first course in the teacher education program (EDUC 250 Introduction to Education), students enroll in the co-requisite course EDUC 272: Educational Technology. The course is designed to develop background knowledge and training in the use of educational technologies and focuses on instructional methods that efficiently integrate technologies to support student learning and achievement. Courses in the teacher education program use the International Society for Technology in Education Standards (ISTE) and InTASC principles to guide learning experiences related to technology. In order to develop the knowledge and skills necessary to effectively implement technology in the classroom and meet learner needs candidates must; gain experience researching, evaluating, and implementing technology effectively. In the course candidates complete a key assessment, a technology demonstration, to

address the following learning outcomes: Identify issues and trends, evaluate and implement technology resources, and align learning goals and objectives with digitally responsible and ethical uses of technology to promote success of diverse learners. Additional opportunities in the teacher education program are devoted to teaching candidates to design, implement, and assess learning experiences using technology. For example, candidates design an assessment based on an assigned article. They then administer the assessment to their peers, track results, analyze their understanding, and reflect on what they learned. Opportunities to develop proficiency in educational technology are encouraged in subsequent content and education courses.

In SPED 389 teacher candidates explore the 13 disability categories under IDEA and how principles of universal design for learning (UDL) help educators meet the needs of learners in the areas of assessment, planning, and delivery to best advance learning of individuals with exceptionalities. In addition, the course incorporates a guest speaker from ND Assistive, a non-profit organization that bridges the gap between disability and ability across the life span by providing assistive technology (AT) services for home, school, work, and play. The speaker explains the AT assessment process, funding options for AT, getting AT to clients along with training on devices, and the AT categories for devices and services (e.g., self-management, communication, daily living, mobility, ect.). This beginning training complements the content of SPED 343 Classroom Modifications, EC special education candidates learn how to create an inclusive environment through the accommodations and modifications, they will be providing to students with disabilities. Students learn what accommodations and modifications are most successful for working with students with disabilities. They create an accommodations and modifications portfolio that demonstrates their understanding of different accommodations and modifications. The key assessment is to take a lesson plan and a case study student to determine what are the appropriate accommodations or modifications for that particular student. The course is designed to provide practical experience in creating and modifying environments and adapting teaching strategies and methods to meet the needs of children, youth and young adults representing 'at risk' populations; those with disabilities, developmental disabilities and special abilities.

Specifically designed to address CEC standard 5, SPED 344 Augmentative and Alternative Communication is a course which familiarizes candidates with knowledge of the use of Augmentative Communication Systems and alternative communication to enable children who are severely, communicatively impaired (e.g., neurological; pervasive developmental disorders; sensory impairments) with a way to communicate. The emphasis is on various types of ACS, alternative systems (e.g., Bliss Symbol Board; Cued Speech), appropriate intervention strategies, and procedures and guidelines for implementation. In addition to ACS, candidates also explore a wide variety of Assistive Technology Devices used to support and facilitate learning in the content areas in the general education setting. This includes low, medium and high tech supports,

computer access, selection methods of these devices and delivery systems as well as the pedagogical issues that must be considered for students with disabilities who use Assistive Technology.

Early childhood special education majors take several classes to develop content knowledge and use of language development and communication skills for EC students with and without special needs. To reach mastery at completion of the program, courses related to language and communication are taken concurrently across the early childhood, early childhood special education, and elementary education professional courses. EC 313 Language and Literacy, sets the foundational understanding of developmentally appropriate practices in literacy, including reading, writing, listening and speaking, as well as the development and implementation of curriculum instruction based on knowledge of individual pre-k children and the community. For an assignment, teacher candidates create a literacy activity for a preschool child aged 4 or 5 during an eight-week period in an inclusive early childhood setting.

EDUC 318 Reading in the Elementary School is taken early in candidates' program of study as an introductory course in the teaching of developmental reading. The content in this reading course includes directed study and reflective research in reading instruction as a balanced approach to language and literacy. Throughout the course, candidates learn a variety of instructional strategies with a content focus on phonemic awareness, phonics, fluency, vocabulary, and comprehension for students at a variety of skill levels. These five areas of reading instruction provide the foundation for teaching reading which candidates then apply in simulated and real classroom environments. To successfully apply their developing skills in language, candidates create and implement reading lesson plans that are assessed using observations and associated rubrics. To further develop literacy strategies introduced in EDUC 318 Reading in the Elementary School, in subsequent semesters, candidates enroll in two courses, EDUC 319 Language Arts in the Elementary School and EDUC 350 Remedial Reading. EDUC 319 is a methods course designed to focus on elements of language including: oral communication, written expression, handwriting, spelling, literature, and approaches to reading instruction to include basal reading programs, literature focus units, literature circles, and reading and writing workshops in primary and intermediate grades. In EDUC 319, and throughout the program, candidates refine their knowledge and use of language through preparation and implementation of lesson plans in simulated and real inclusive classroom environments. Co-requisite practicum experiences support skill development in the use of language, communication and thinking. Professional practices of language arts are demonstrated during the student teaching experience at the end of the teacher education program, through lesson plans that are evaluated on the integration of language arts and meaningful activities incorporated into a balanced and comprehensive education program.

The final course in the sequence is EDUC 350 Remedial Reading. This course includes an overview and application of research-based assessment, diagnostic practices, and corrective reading methods to provide interventions and differentiated support in reading instruction. Candidates learn to assess, analyze assessment data, and plan and practice research-based instructional strategies that support student learning styles and different reading abilities, including English Language Learners and students with special needs. Again, candidates demonstrate teaching competencies in reading instruction and assessment to support learning styles, individual abilities, and interests. Candidates participate in student-led inquiry, shared teaching practice, performance, and case study applications. A short observational field experience is required to assess candidates' application of content. The combination of EC 313, EDUC 318, 319, and 350 allow candidates to exhibit a high level of understanding and application of skills for instructional planning.

EDUC 390 is an introductory course in identifying students with special needs as outlined in PL 108-446 (i.e., learning disabilities, intellectual disabilities, physical handicaps, other health impairments, sensory impairments, communication disorders, behavioral disorders, autism, and traumatic brain injury) and PL 95-561 (i.e., gifted and talented). Emphasis is placed upon the inclusion concept, teaming approaches, an overview of assessment techniques, certification requirements, individual education plans, and the use of modifications and adaptions within an inclusive environment in general education classrooms. Candidates learn about responsibilities to develop Individual Education Plan or an Individual Family Service Plan, and build on understanding of each required component of a plan from SPED 389 Foundation of Special Education. In the SPED 237 Preschool Special Needs course, candidate collaboratively develop IFSP's, learning how to plan to appropriate instruction and interventions for each individual and their family.

EC 333 Pre-Kindergarten Methods and Materials emphasizes developmentally appropriate curricula based on the needs, interests, and abilities of individual Pre-kindergarten children. Teacher candidates demonstrate effective teaching techniques in various curriculum areas, including science, math, arts, music and movement, literacy, and social studies. Throughout the course the teacher candidates complete activities on developmentally appropriate curriculum, learning centers, and resources that build skills in critical thinking and problem solving. Candidates create materials based on themes and concepts that will be implemented with a group of preschool children in an inclusive pre-kindergarten environment (the co-requisite EC 376 Field Experience in ECE). Through the EC 376 field experience, teacher candidates have the opportunity to observe, assess, interact, plan, and implement developmentally appropriate lessons with preschool children in an early childhood setting. The course is designed to give students a field experience in an early childhood classroom where they will implement curriculum and instructional practices. Candidates actively engage in the early childhood setting, including play time to focus on generalization of skills, while under the supervision of professional early childhood staff.

Promotion of mastering skills is also developed in the cross-disciplinary course EC 335 Creative Arts, Music, and Play. The course sets the foundational understanding of developmentally appropriate practices in play, music and movement, creative art, and drama in the early childhood and primary education classrooms. To demonstrate teacher candidates' understanding of the creative arts, music, and play, candidates develop and implement an integrated curriculum that focuses on children's needs, interests, and abilities considering especially each child's individual culture and family. Throughout the course, students discover the influence that purposeful play has on children's social, cognitive and physical development. This knowledge enhances their ability to create, evaluate, and select developmentally appropriate materials, equipment, environments, and strategies for children Pre-K -Third Grade.

Candidates also complete EDUC 436 Kindergarten Methods, which emphasizes developmentally appropriate practices for instruction specifically in the kindergarten classroom. Throughout the course, teacher candidates design and assess teacher-made materials, demonstrate skills in student assessment and use of research-based instructional strategies to teach early literacy, science, mathematics, arts, music and movement, and social studies. For an assignment, teacher candidates develop and implement a guided reading lesson plan that supports differentiated instruction and child-directed activities for kindergartners.

Additionally, EDUC 301 Strategies in the Elementary School, focuses on planning for instruction, learning styles, cooperative learning, and classroom management among several other research-based best practices. Throughout the course, candidates participate in a wide array of field experiences with elementary students. Lesson planning is a large component of this course and candidates learn how to apply their understanding of development, learning, and motivation to create engaging, developmentally appropriate lessons for an inclusive group of elementary-aged students. Again, the purpose of the field-based experiences are to provide candidates with application opportunities within the classroom setting to prepare them for professional service as well as apply the strategies they have learned in the course. Candidates' application of content is evaluated using observations and written evaluations.

Proficiency of instructional planning and strategies for a beginning early childhood special educator is demonstrated during the student teaching experience in SPED 400b. Candidates work in an assigned school in grades 1-3 with a cooperating special education teacher to implement IEP plans. This 5 week experience must be taken along with 10 weeks of student teaching (EDUC 400) in the field of corresponding double major and the 5 weeks required for a kindergarten endorsement (EDUC 400a). The end of program formal evaluation of skills is completed by the cooperating teacher and the university supervisor, and the candidate also self-evaluates their knowledge, skills, and disposition. In addition, candidates show knowledge and skills of instructional planning in the capstone portfolio; the candidate provides artifacts that exemplify both

knowledge and performance skills as well as a written rationale to explain how the artifacts confirm understanding how to select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of all students.

Initial Preparation Standard 6: Professional Learning and Ethical Practice 6.0 The program requires beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. **Key Elements** 6.1 Beginning special education professionals use professional ethical principles and professional practice standards to guide their practice. 6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice. 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services. 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.	<u>EC SPED Teaching Specialty</u> SPED 237 Special Needs in ECE (3) SPED 389 Foundations of Special Educ (3) SPED 396 Special Education Law (3) SPED 400B Special Education Student Tchg (5) SPED 497 SPED Internship (2) <u>ECE Teaching Specialty</u> EC 322 Admin. & Leadership in ECE (3) EC 338 Home, School, Community Relations (3) <u>ECE Professional Core</u> EC 210 Introduction to ECE (3) EDUC 250 Intro. To Education (3) EDUC 380 Teaching English Language Learners (3) EDUC 381 Human Relations/ Cultural Diversity (3) EDUC 390 Special Needs in Inclusive Environment (3) EDUC 401S Pre-Student Teaching Seminars (0) EDUC 400 Student Teaching (10) EDUC 400A Part-Time Student Teaching (5)	CEC Special Education Professional Ethics Principles Evaluation

6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring. 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.		

Narrative: The study of professional practice is infused throughout the teacher training for EC special educators from the point of admission to program completion and beyond graduation into the first years of teaching. Principles that guide professional practice and support effective teaching for all learners are outline in the Model Code of Ethics for Educators and the 12 CEC Special Education Professional Ethics Principles. As candidates begin their training in EDUC 250: Introduction to Education, EC 210 Introduction to Early Childhood, and SPED 237 Special Needs in ECE they explore their responsibilities to the school community, to students with a variety of needs, to professional competence and to ethical conduct. In EDUC 250, each week of the course candidates are responsible for leading a case study discussion from the text related to what they must and should do as teachers in certain scenarios. The admission interview required for consideration for the training program includes questions related to professional practice as a measure beyond academics of dispositional characteristics for ethical practice.

In SPED 396 Special Education Law, candidates engage in an in-depth study of the laws and regulations that govern special education and related areas of education law, emphasizing the relationship between legal and practical considerations that guide professional practice. Course topics include: the American legal system, legal research, history of law, IDEA, Section 504, ADA, ESSA, FAPE, Identification, Assessment and Evaluation, the IEP and IFSP, LRE, procedural safeguards, and behavior/discipline. Candidates write case law briefings that address the issues of these topics and write a reflection response about how the decision impacts their responsibilities to provide services for students with special needs. The briefings include the case citation, key facts, decision of the lower courts, and rationale of the court ruling, holding of the court, scope of the holding based on jurisdiction and how the case changed the field of special education. In the course candidates also write the Philosophy of Special Education Paper in which the EC special education candidate utilizes learning across university preparation, personal experience, and teacher preparation courses to explain their understanding of principles of inclusive classroom settings within diverse learning communities from social justice perspective of learning or teaching. The paper also includes reflective statements that show emerging relationship among elements of the 7 CEC Standards and how these concepts are incorporated into the teacher candidates own system of beliefs, practices and professional disposition.

Candidates also gain understanding of professional practice through EDUC 390 Special Needs in Inclusive Environments which supports the teacher candidates understanding of their responsibilities and work with children on an Individual Education Plan or an Individual Family Service Plan. Both of these education plans are covered throughout this course. Candidates learn how to collaborate with students, parents and colleagues through applying a problem-solving process given their "circle of influence" as an EC special educator. Candidates are taught to: (1) know their students in order to spot connections between the student's behaviors and academic successes or struggles, (2) set clear, measurable, and realistic goals that align with information gathered about the student, (3) decide how to monitor growth using progress monitoring, and (4) select an action plan for the specific skills a student needs to work on. This project provides pre-service EC special education teachers the opportunity to drill deeply into the complex layers of social, emotional, cognitive, cultural, economic, environmental factors, and diagnosed disabilities that makes each student who he or she is. This also allows pre-service teachers to apply developmentally appropriate modifications, accommodations, and differentiated lesson plans that allows the case study student to reach educational goals.

During the training program, course specific scenarios and opportunities for reflection on how complex human issues can impact service delivery. For example, confidentiality is specifically taught and evaluated in EDUC 390: Special Needs in an Inclusive Environment. In EDUC 380: Teaching English Language Learners, candidates are focused on improving practice related to program options for ELL's and learn how to make instructional decisions to respect the individual strengths and needs of English Language Learners. In EDUC 381: Human Relations & Cultural Diversity, candidates analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. They learn to assess, plan, and implement teaching strategies to meet the needs of students from diverse backgrounds and differing value systems. Students participate in several on and off-campus experiences throughout the semester to build these skills, including a community-based practicum experience tutoring New Americans in English. These experiences help candidates build self-efficacy throughout continuance in teacher training. Also during the program, candidates complete EC 338 Home, School, and Community Relations, which includes the study of how to establish and maintain positive collaborative relationships with families. Candidates learn how to provide diverse families with information regarding family -oriented services; teacher candidates learn to affirm, advocate for and respect the diversity of individual families.

To further engage pre-service candidates in understanding the EC SPED teachers' commitment to life-long learning and professional development, candidates participate in the annual Teacher Education Symposium, an opportunity to engage with educators and other pre-service teachers to learn together as a professional community. Topics and speakers are chosen based on feedback about preparedness from graduates, first-year teachers, supervisors of MSU graduates as well as the Teacher Education Advisory Board. To further demonstrate concepts

of personal development and professional practice, the symposium is planned collaboratively with local educators, as well as faculty and teacher candidates at Turtle Mountain Community College, who travel to MSU for the day-long event. In addition, MSU leverages designation as a priority institution by the Fulbright Scholar Program to bring in an international keynote speaker in education to the symposium. In 2017 this was as scholar from Finland with expertise in the Finnish education system, in 2018 a scholar from Vietnam with a focus on teaching for social justice, and in 2019 a scholar from Hungary with expertise in active learning and 21st Century Skills has agreed to participate. At the conclusion of the symposium, candidates complete reflections about their understanding of the topics presented. Additionally, all candidates have an opportunity to join the Student Education Association (SEA), the pre-professional organization for future teachers with a focus on improving the quality of education for all learners.

The EC 322 Administration and Leadership course focuses on the development and administration of inclusive Early Childhood programs. Teacher candidates become familiar with management aspects of childcare programs, health and safety regulations, finance, working with parents and the community, and licensing requirements, and candidates also examine how to manage and provide guidance and direction to staff, paraeducators, tutors, and volunteers. Additionally, in the Block I and Block 2 sequence of required courses required prior to student teaching, EC special education candidates learn to use professional standards to guide their instructional practice. These courses are designed specifically for the study of pedagogy, and each Block includes field experiences to apply skills of professional practice with children with a variety of needs in EC settings.

In the required Pre-student Teaching Seminar (EDUC 401s) the semester immediately prior to student teaching, candidates sign the MSU Student Code of Conduct indicating they understand and will uphold MSU policies for professional practice and the code of ethics as written in the ND Constitution. Candidates discuss case scenarios and apply the commitment statements to their decision rationales. Candidates complete a 20 question quiz that presents them with scenarios in which they must apply ethical decision-making skills. Results are reviewed by the seminar instructor, and both class aggregate results on each question as well as by individual student are reviewed. Questions that displayed a pattern of error are addressed in the seminar. Additionally, if an individual student demonstrates a lack of understanding on items, the individual student works with the seminar instructor who re-teaches the related concepts.

Demonstration of professionalism and application of ethical principles in the field is evaluated multiple times during clinical experiences as candidates progress through the EC SPED training program. Evaluation is completed by the cooperating classroom teacher, university supervisor

or instructor; candidates also self-evaluate and reflect on scores provided to set targets for personal growth. Evaluation at completion of the program occurs during the following field placements:

- 60-hour SPED 497 Birth to Pre-K internship
- 10 weeks in a grade 1-3 regular education (EDUC 400)
- 5 weeks in kindergarten (EDUC 400a)
- 5 weeks in grades K-3 special education (EDUC 400b)

The three evaluation tools used to validate professional and ethical practice include the STOT (Standard 9), ECE Special Education CEC Standards Evaluation (Standard 6), and the CEC Special Education Professional Ethics Principles Evaluation. In addition, candidates show knowledge and skills of collaboration in the capstone portfolio; the candidate provides artifacts that exemplify both knowledge and use as well as a written rationale to explain how artifacts confirm begin special education professionals exemplify both knowledge and performance skills of professional learning, ethical practice, and desire to for life-long learning.

Initial Preparation Standard 7: Collaboration 7.0 The program requires beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences. **Key Elements** 7.1 Beginning special education professionals use the theory and elements of effective collaboration.	<u>EC SPED Teaching Specialty</u> SPED 389 Foundations of Special Educ (3) SPED 338 Home, School, Commun Relations (3) SPED 497 Special Education Internship (2) SPED 400B Special Education Student Tchg (5) <u>ECE Teaching Specialty</u> EC 322 Admin. & Leadership in ECE (3) <u>ECE Professional Core</u> EDUC 381 Human Relations & Cultural Diversity (3) EDUC 390 Special Needs in an Inclusive Environment (3) EDUC 400 Student Teaching (10) EDUC 400A Part-Time Student Teaching (5)	Capstone Portfolio Standards 9 & 10 CEC Skills Evaluation

7.2 Beginning special education professionals serve as a collaborative resource to colleagues. 7.3 Beginning special education professionals use collaboration to promote the wellbeing of individuals with exceptionalities across a wide range of settings and collaborators.		

Narrative: The EC SPED program includes opportunities for candidates to learn and use effective collaboration methods when working with families, colleagues, related service providers, outside agencies, and children with special needs. In SPED 389, guest speakers are invited to share expertise and demonstrate collaborative roles alongside the course instructor. Speakers have included the following individuals: Developmental Disabilities Services provider, ND Vision Services/School for the Blind orientation and mobility specialist, teacher of the hearing impaired from a local school district, ND Brain Injury Network representative, Anne Carlsen Center representative and client with cerebral palsy, ND Assistive consultant, and individuals with disabilities and their families. This provides a model for demonstrating how providers with different expertise work together to facilitate educational programs and meet learner needs, and also provides resource information for future reference to share with colleagues and general and special education roles.

The key course in the program of study for EC SPED regarding collaboration is SPED 338 Home, School, and Community Relations. The course supports candidates in how to establish and maintain positive collaborative relationships with families, apply family system theories, and communicate effectively not only with parents but also with other professionals and agencies that support children's development. Teacher candidates learn how to provide families with information regarding a range of family-oriented services that are designed to help families' identified needs. Teacher candidates learn to affirm and respect the diversity of individual families. The teacher candidate participates in a book study reading *The Essential Conversation,* by Sara Lawrence-Lightfoot. The book study focuses on children and their families and ensuring an understanding of the diversity of each family in a community, and how to build a relationship with families and make all families and children feel welcome and a part of their child’s learning experience.

The course EDUC 390 Special Needs in Inclusive Environments is designed for teacher candidates to understand their responsibilities and work with children, families, providers, agencies and colleagues to develop and implement Individual Education Plans or Individual Family Service Plans. Both education plans are covered throughout the course from the perspective of both the special education and general education professional. Candidates learn how to collaboratively problem-solve through effective process given their "circle of influence" as an educator. EC SPED teacher candidates are taught to: (1) know their students in order to spot connections between the student's behaviors and academic successes or struggles, (2) work with colleagues to set clear, measurable, and realistic goals that align with information gathered about the student, (3) decide how to monitor growth using a concrete chart, checklist, or other tracking tool, and (4) select an action plan for the specific skills a student needs to work on. This project provides pre-service science teachers the opportunity to drill deeply into the complex layers of social, emotional, cognitive, cultural, economic, environmental factors, and diagnosed disabilities that makes each student who he or she is to promote their wellbeing. This also allows pre-service teachers to apply developmentally appropriate modifications, accommodations, and differentiated lesson plans that allows the case study student to reach educational goals.

Candidates have an opportunity to demonstrate the ability to work in culturally responsible ways with individuals with a wide range of learning experiences in EDUC 381 Human Relations & Cultural Diversity. In the course, candidates analyze the socio-cultural dimension that influences the educational process for individuals based on ethnicity, race, socioeconomic status, gender, exceptionalities, language, religion, sexual orientation, and geographical area. Candidates plan how to work with colleagues to meet the needs of students with a diverse range of backgrounds and needs. Candidates participate in several on and off-campus experiences throughout the semester to build these skills, including a community-based practicum experience to implement effective methods by tutoring New Americans in collaboration with the New American Consortium for Wellness and Empowerment.

The EC 322 Administration and Leadership course adds an additional perspective to collaboration through the lens of an administrator of Early Childhood programs. Candidates explore best practices for working with a wide range of students and families based on quality childcare research and child development theories. Teacher candidates examine how to lead a business and work collaboratively with staff, the community, licensing entities, and parents. Development of the business plan project gives EC candidates the opportunity to reflect upon and build leadership and partnership skills needed to operate a successful early childhood program and maximize outcomes for children with special needs in inclusive settings.

Proficiency in using effective collaboration methods is demonstrated during the 60-hour SPED 497 birth to pre-K internship and three required student teaching experiences: 10 weeks in a grade 1-3 regular education classroom (EDUC 400), 5 weeks in kindergarten (EDUC 400a), and 5

weeks in grades K-3 special education (EDUC 400b). The end of program formal evaluation of CEC performance skills and InTASC skills related to collaboration (SLO 4) is completed by the cooperating teacher and the university supervisor, and the candidate also self-evaluates. In addition, candidates show knowledge and skills of collaboration in the capstone portfolio; the candidate provides artifacts that exemplify both knowledge and use as well as a written rationale to explain how artifacts confirm beginning special education professionals collaborate well.

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SECTION IV: EVIDENCE OF MEETING THE STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. If the program is offered in more than one site or in more than one method (e.g. online as well as face-to-face) provide aggregated (program level) AND disaggregated (site or method specific) data. Complete tables **1.A**-**1.C** described below and provide information requested related to the two-four additional assessments you selected in **2**.

1. **The following assessments are required:** *For stand-alone special education majors, all assessments must be reflected. For double majors, the institution must refer the evaluator to the first major for: the General Studies column, the general education component of the Teaching Specialty column and the general education component of the Professional Education column.*

1. A Praxis II: Content Test: Complete Table 1.A reporting at least 3 years of data

Praxis II: Special Education-Preschool/Early Childhood 2015-2018					
Year	Content Area Test Number	ND Passing Score	Total # of Test Takers	Average Score	Percent Passing
2017-2018	5691	159	2	185	100%
2016-2017	5691	159	2	171	50%*
2015-2016	5691	159	0	NA	NA

*One student scored 158; passing score was 159

1. B Cumulative GPA at the point of completion: Complete Table 1.B reporting at least 3 years of data (Courses included in the calculation must be required for all candidates.)

Year	N (number of candidates)	Overall Average GPA	Range of GPA
2017-2018	2	3.47	3.32-3.62
2016-2017	2	3.57	3.15-3.98
2015-2016	0	NA	NA

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1. C Student Teaching Performance (Clinical Experience) Evaluation (please report data only in the area of content knowledge).

1. Build Table 1.C that includes the following:
   a. The N (number of candidates)
   b. Proficiency scale (e.g. Beginning, progressing, proficient, exceeds proficient)
   c. Performance results at each proficiency level (at least 3 years of data)
2. Attach an electronic copy of the performance instrument

SPED 400b Early Childhood Special Education Student Teaching Final CEC Skills Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	2	University Supervisor	3.75	3.0
		Cooperating Teacher	3.38	
2016-2017	2	University Supervisor	3.46	3.0
		Cooperating Teacher	2.48	
2015-2016	0	University Supervisor	NA	3.0
		Cooperating Teacher	NA	

2. Additionally, select from among the following for a total 6-8 assessments. Provide a description of the assessment, a data table showing three years of results, an electronic copy of the assessment instrument (test, project, paper, etc.) and, where appropriate, the rubric or scoring guide.

a. Pre-student Teaching Practicum Evaluations: CEC Skills Evaluation

Description of the Assessment: The intended use of the CEC Skills evaluation is to measure the essential knowledge and skills that beginning professionals must possess to be ready to begin safe, ethical, and effective teaching of students with exceptionalities. The evaluation is a measure of the candidates teaching knowledge and performance skills of the 7 CEC standards. It is comprised of all knowledge and skill items defined by CEC in the Initial Specialty Set: Early Childhood Special Education/Early Intervention (CEC, 2015, pp. 60-65). The assessment is used to monitor the advancement of teaching skills and growth, and it is completed by the candidate, the course instructor and/or clinical

supervisor, and clinical educators. Teacher candidates are taught how to use the CEC Skills Evaluation by their instructors in which the evaluation occurs. Student teaching clinical supervisors and clinical educators both complete a formal orientation in which training related to the assessment occurs. Acceptable and ideal targets are set collectively by faculty and included for students in the Teacher Education Handbook as well as provided in the corresponding course by the instructor.

SPED 497 Internship in SPED CEC Skills Evaluation* 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	18	Field Mentor	3.3	2.5
2016-2017	NA	Field Mentor	NA**	2.5
2015-2016	0	Field Mentor	NA	2.5

*Evaluation is completed for all candidates enrolled in the internship, for the corresponding academic year; includes early childhood, elementary and secondary candidates with majors, minors and specializations in SPED as well as University Studies and Bachelor of Arts in Early Childhood majors. Data is not disaggregated for analysis; individual candidate scores are available upon request.

**The evaluation was not given because there are a combination of majors in the course which makes the evaluation difficult to complete for some cooperating teachers. Students who are non-education majors (i.e., nursing, psychology, fitness and wellness) do not need to be evaluated on the CEC standards. Any EC, El. Ed. or Secondary Ed. majors with minors in special education also do not need the CEC evaluation. However, students who are special education majors do. Usually this is a small percentage of students enrolled in 497, and thus the evaluation has not been required. It was added in 2017-2018 in order to capture the needed evaluation of special education majors.

SPED 497 Internship in SPED Disposition Evaluation* 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	13	Field Mentor	3.54	2.5
2016-2017	NA	Field Mentor	NA**	2.5
2015-2016	0	Field Mentor	NA	2.5

*evaluation is completed for all candidates enrolled in the internship, for the corresponding academic year; includes early childhood, elementary and secondary candidates with majors, minors and specializations in SPED.

**The evaluation was not given because there are a combination of majors in the course which makes the evaluation difficult to complete for some cooperating teachers. Students who are non-education majors (i.e., nursing, psychology, fitness and wellness)

do not need to be evaluated on the CEC standards. Any EC, El. Ed. or Secondary Ed. majors with minors in special education also do not need the CEC evaluation. However, students who are special education majors do. Usually this is a small percentage of students enrolled in 497, and thus the evaluation has not been required. It was added in 2017-2018 in order to capture the needed evaluation of special education majors.

b. Key Performance Tasks: EC/SPED 336 Final Case Study Assignment

Description of the Assessment: EC 336 Social and Emotional Development and Guidance in ECE examines both typical and atypical social and emotional development through a case study of a child aged 8 as a basis for understanding and working with children in educational settings. The case study takes place over the 16-week semester, teaching preservice early childhood educators how to create a behavior profile, understand a child's emotional competency, the influence of the educator on a child's behavior, classroom environment (physical and emotional), consistency, routine, and an in depth study of a child's self-awareness, self-concept, self-control, and self-esteem. As well as the study of a student, teacher candidates also research various behavior management systems, whole brain, stop light, Dojo, Nurtured Heart, PBIS, Love and Logic, and Responsive Classroom. Through the system study teacher candidates are looking at the pros and cons as well as if the system reinforces, guides, punishes, humiliates, or disciplines a student. The entire semester is building up to the final assessment, a one-on-one interview with the instructor. The interview requires the teacher candidate to verbally support their view with extensive research support on classroom guidance and social and emotional support for all students in their classroom.

EC/SPED 336 Final Case Study Assignment 2015-2018			
Year	N (number of candidates)	Scores	Target Score
2017-2018	33	100-94 (A): 29 93-87 (B): 4 86-80 (C): 0 79-72 (D): 0 71 and below (F): 0	C or Better
2016-2017	24	100-94 (A): 19 93-87 (B): 4 86-80 (C): 1 79-72 (D): 0 71 and below (F): 0	C or Better

2015-2016	33	100-94 (A): 22 93-87 (B): 9 86-80 (C): 0 79-72 (D): 0 71 and below (F): 2	C or Better

*reflects all candidates enrolled in the course, not only completers

c. Capstone Project (portfolio, teacher work sample, etc.)

Description of the Assessment: The intended use of Capstone Portfolio is to measure teacher candidates' ability to meet the knowledge, skills and dispositions identified in the 10 InTASC standards evidenced by quality artifacts and well-written rationales. ECE/SPED double majors must integrate artifacts from both majors throughout the portfolio, and specific two artifacts in the second major/minor section to ensure knowledge and skills of both major are demonstrated. Teacher candidates integrate technology, experiences with diversity, and application of essential studies learning outcomes throughout the portfolio. The portfolio serves as a reflective tool for teacher candidates to use while exploring career placement opportunities. The assessment is used to monitor progression towards mastery as Checkpoint 3 is preceded by Checkpoints #1 and #2. Checkpoint #3 is completed after 10 weeks of the Student Teaching Experience with a self-evaluation of the teacher candidates' portfolio entries and a public presentation; the portfolio and presentation are evaluated by two faculty reviewers. Faculty Portfolio Reviewers rate using the rubric, and scores are reconciled for a final rubric score and letter grade.

Training to complete the capstone project begins upon admission to the EPP; teacher candidates are provided with the Teacher Education Handbook and the Special Education Handbook which contain all instructions and rubrics of the capstone portfolio. Expectations are introduced during the admission process through modeling and discussion by the instructor of EDUC 250: Introduction to Education (Checkpoint 1), revisited and expanded upon during methods courses (Checkpoint 2), and again at student teaching through pre-student teaching seminars and during-student teaching seminars (Checkpoint 3). Candidates are provided with the Portfolio Appendices, which address training for specific requirements.

Capstone Portfolio: Final Results ECE/SPED Double Majors 2015-2018					
Year	N (number of candidates)	Evaluator		Scores	Target Score
2017-2018	1*	Reviewer 1 = 229 Reviewer 2 = 235		232	157-240
2016-2017	2	Student 1	Reviewer 1	170.0	157-240
			Reviewer 2	165.0	

			Reconciled	167.5	
		Student 2	Reviewer 1	236.0	
			Reviewer 2	233.0	
			Reconciled	234.5	
2015-2016	0	Final Reconciled Grades		NA	C or better

*One completer was a licensed teacher adding the special education EC major' the portfolio was not required

d. Employer survey results related to content knowledge

Description of the Assessment: Findings from the surveys administered to supervisors of first-year teachers during the spring of each academic year for the prior year graduating cohort are provided; the first-year teachers for the 2018 survey are completers from the 2016-2017 academic year. Results are displayed as an aggregate and are not disaggregated by program level or content area. The Supervisor Survey asks those who supervise first-year teachers to assess the novices' readiness for the teaching profession. The survey asks supervisors to assess the quality of completers' instructional practices, abilities to work with diverse learners, abilities to establish positive classroom environment, and levels of professionalism. The survey is administered to direct supervisors of teacher preparation completers employed in schools approximately one year after the teachers completed their preparation programs. Participation in this survey was limited to supervisors of prior-year completers who were employed as teachers. The actual response count for the 2018 Supervisor Survey for Mayville State University is 39% (11/28); the response rate for 2017 was 71%, for 2016 was 88.2% and for 2015 was 40% (first year of using the common metric supervisor survey). Data presented in should be used with caution. Survey respondents are not necessarily representative of the institution's completers. While these findings could prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs, the unknown response rate limits the extent to which these data should be used to inform decision-making. The Supervisor Survey is one tool for assessing the effectiveness of MSU teacher preparation program graduates and should be used in combination with multiple and varied assessments and data sources for programmatic decision making. The table below presents frequencies and percentages. There is a complementary report which presents the aggregate results for the state for all institutions that contributed data which may be helpful in providing context and data for benchmarking institution-level results.

For this content expert review, survey items related to content preparation have been disaggregated and compiled from the 2015, 2016, 2017 and 2018 results. As required, an electronic copy of the supervisor survey results, ND aggregate, and NExT aggregate are included with this report. NExT holds the copyright on these surveys, and they have given permission for the teacher preparation programs in ND to use the instruments as a collaborative group. Institutions are not allowed to alter the surveys and must administer it "as is." However, items may be added to the end the surveys for individual institutional use. In exchange for free access to the surveys, MSU contributes results of the surveys to a state aggregate.

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Supervisor Survey-Selected Items for Content Knowledge	Year	Total Respondents	Unable to Respond		Disagree		Tend to Disagree		Tend to Agree		Agree	
		n	#	%	#	%	#	%	#	%	#	%
Effectively teaches the subject matter in his/her licensure area.	2018	20	0	0	0	0	1	5.0	6	30.0	13	65.0
	2017	18	0	0	0	0	2	11.1	6	33.3	10	55.6
	2016	29	0	0	0	0	2	6.9	5	17.2	22	75.9
	2015	11	0	0	0	0	0	0	4	36.4	7	63.6
Selects instructional strategies to align with learning goals and standards.	2018	20	0	0	0	0	0	0	8	40.0	12	60.0
	2017	18	0	0	0	0	2	11.1	7	38.9	9	50.0
	2016	29	0	0	0	0	2	6.9	5	17.2	22	75.9
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Designs activities where students engage with subject matter from a variety of perspectives.	2018	20	0	0	0	0	3	15.0	5	25.0	12	60.0
	2017	18	0	0	0	0	5	27.8	5	27.8	8	44.4
	2016	29	0	0	0	0	4	13.8	4	13.8	21	72.4
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Accounts for students' prior knowledge or experiences in instructional planning.	2018	20	0	0	0	0	2	10.0	5	25.0	13	65.0
	2017	18	0	0	0	0	2	11.1	10	55.6	6	33.3
	2016	29	0	0	0	0	5	17.2	6	20.7	18	62.1
	2015	11	0	0	0	0	2	18.2	3	27.2	6	54.5
Designs long-range instructional plans that meet curricular goals.	2018	20	0	0	0	0	2	10.0	9	45.0	9	45.0
	2017	18	0	0	2	11.1	4	22.2	4	22.2	8	44.4
	2016	29	0	0	2	6.9	5	17.2	9	31.0	13	44.8
	2015	11	0	0	0	0	1	9.1	3	27.2	6	54.5
Regularly adjusts instructional plans to meet students' needs.	2018	20	0	0	1	5.0	5	25.0	5	25.0	9	45.0
	2017	18	0	0	1	5.6	3	16.7	6	33.3	8	44.4
	2016	29	0	0	1	3.4	4	13.8	7	24.1	17	58.6
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6
Connects core content to students' real-life experiences.	2018	19	0	0	0	0	1	5.3	6	31.6	12	63.2
	2017	18	0	0	0	0	3	16.7	7	38.9	8	44.4
	2016	27	0	0	0	0	4	14.8	8	30.0	15	55.6
	2015	11	0	0	1		2	18.2	2	18.2	6	54.5
Helps students develop critical thinking processes.	2018	20	0	0	0	0	2	10.0	7	35.0	11	55.0
	2017	18	0	0	0	0	5	27.8	6	33.3	7	38.9
	2016	29	1	3.4	1	3.4	4	13.8	7	24.1	16	55.2
	2015	11	0	0	0	0	0	0	5		6	54.5
Helps students develop skills to solve complex problems.	2018	20	0	0	0	0	2	10.0	10	50.0	8	40.0
	2017	18	0	0	0	0	4	22.2	8	44.4	6	33.3
	2016	29	0	0	1	3.4	5	17.2	7	24.1	16	55.2
	2015	11	0	0	0	0	0	0	3	30.0	7	70.0
Makes interdisciplinary connections among core subjects.	2018	20	0	0	0	0	1	5.0	9	45.0	10	50.0
	2017	18	0	0	0	0	4	22.2	8	44.4	6	33.3
	2016	11	0	0	0	0	1	9.1	3	27.2	7	63.6
	2015	11	0	0	1	0	2	18.2	3	27.2	5	45.4
Knows where and how to access resources to build global awareness and understanding.	2018	20	0	0	0	0	4	20.0	9	45.0	7	35.0
	2017	18	1	5.6	0	0	2	11.1	7	38.9	8	44.4
	2016	29	0	0	1	3.4	4	13.8	8	27.6	16	55.2
	2015	11	0	0	0	0	1	9.1	3	27.2	7	63.6

e. Graduate survey results related to content knowledge

Description of the Assessment: The transition to teaching survey is administered to completers the academic year following their graduation. All completers are invited to complete the survey, but those who are teaching complete an additional section to rate the quality of their preparation. The survey is administered approximately one year after the graduates completed their preparation programs and is not disaggregated by program area. The response rate for the 2018 Transition to Teaching Survey was 63% (26/41). This report should be used with care. Survey respondents are not necessarily representative of institution's completers. A response rate exceeding 30% on a survey is generally considered adequate, and findings can prompt discussions about ways to improve coursework, clinical experiences, and efforts to connect graduates with teaching jobs. The Transition to Teaching Survey is one tool for assessing the effectiveness of ND teacher preparation program graduates and should be used in combination with multiple measures.

Part A of the survey asks completers about their licensure and employment status. Completers who are not teaching only complete Part A. Part B of the survey asks completers to rate how well prepared they felt across multiple domains of teaching including instructional practices, diverse learners, learning environment, and professionalism. Completers were asked to respond using the following scale: disagree; tend to disagree; tend to agree; and agree. Part C of the survey asks completers about the context of the schools where they are teaching, including the environment and available resources. Part D of the survey asks completers if they would recommend their teacher preparation program and teaching profession to others.

For this content expert review, survey items related to content preparation have been disaggregated and compiled from the 2015, 2016, 2017 and 2018 results. As required, an electronic copy of the transition to teaching survey results, ND aggregate, and NExT aggregate are included with this report. A final note to acknowledge that the transition to teaching and supervisor surveys may not be reproduced or distributed, in whole or in part, without the prior authorization of the Bush Foundation. Surveys and results are intended for internal audiences only.

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Transition to Teaching Survey-Selected Items	Year	Total Respondents	Disagree	Tend to Disagree		Tend to Agree			Agree	
		n	#	%	#	%	#	%	#	%
Effectively teach the subject matter in my licensure area.	2018	20	0	0	1	5.0	6	30.0	13	65.0
	2017	21	0	0	2	9.5	5	23.8	14	66.7
	2016	28	1	3.6	3	10.7	10	35.7	14	50.0
	2015	10	0	0	0	0	3	30.0	7	70.0
Select instructional strategies to align with learning goals and standards.	2018	20	0	0	0	0	8	40.0	12	60.0
	2017	21	0	0	1	4.9	9	42.9	11	52.4
	2016	28	0	-	1	3.6	10	35.7	17	56.7
	2015	10	0	0	0	0	6	60.0	4	40.0
Design activities where students engage with subject matter from a variety of perspectives.	2018	20	0	0	3	15.0	5	25.0	12	60.0
	2017	21	1	4.8	0	0	10	47.6	10	47.6
	2016	28	0	-	1	3.6	12	42.9	15	53.6
	2015	10	0	0	0	0	4	40.0	6	60.0
Account for students' prior knowledge or experiences in instructional planning.	2018	20	0	0	2	10.0	5	25.0	13	65.0
	2017	21	0	0	2	9.5	10	47.6	9	42.9
	2016	28	0	-	1	3.6	15	53.6	12	42.9
	2015	10	0	0	0	0	5	50.0	5	50.0
Design long-range instructional plans that meet curricular goals.	2018	20	0	0	2	10.0	9	45.0	9	45.0
	2017	21	1	4.8	1	4.9	12	57.1	7	33.3
	2016	28	0	-	1	3.6	14	50.0	13	46.4
	2015	10	0	0	0	0	6	60.0	4	40.0
Regularly adjust instructional plans to meet students' needs.	2018	20	1	5.0	5	25.0	5	25.0	9	45.0
	2017	21	1	4.8	3	14.3	5	23.8	12	57.1
	2016	28	1	3.6	0	-	12	42.9	15	53.6
	2015	10	0	0	1	10.0	4	40.0	5	50.0
Connect core content to students' real-life experiences.	2018	19	0	0	1	5.3	6	31.6	12	63.2
	2017	21	0	0	0	0	8	38.1	13	61.9
	2016	28	0	-	0	-	9	32.1	19	67.9
	2015	10	0	0	0	0	5	50.0	5	50.0
Help students develop critical thinking processes.	2018	20	0	0	2	10.0	7	35.0	11	55.0
	2017	21	0	0	5	23.8	9	42.9	7	33.3
	2016	28	0	-	4	14.3	11	39.3	13	46.4
	2015	10	1	10.0	0	0	3	30.0	6	60.0
Help students develop skills to solve complex problems.	2018	20	0	0	2	10.0	10	50.0	8	40.0
	2017	20	0	0	7	35.0	6	30.0	7	35.0
	2016	28	0	-	5	17.9	11	39.3	12	42.9
	2015	10	1	10.0	1	10.0	4	40.0	4	40.0
Make interdisciplinary connections among core subjects.	2018	20	0	0	1	5.0	9	45.0	10	50.0
	2017	21	0	0	2	9.5	8	38.1	11	52.4
	2016	28	0	-	2	7.1	11	39.3	15	53.6
	2015	10	0	0	2	20.0	4	40.0	4	40.0
Know where and how to access resources to build global awareness and understanding.	2018	20	0	0	4	20.0	9	45.0	7	35.0
	2017	21	1	4.8	1	4.8	9	42.9	10	47.6
	2016	28	0	-	5	17.9	11	39.3	12	42.9
	2015	10	1	10.0	0	0	7	70.0	2	20.0

f. Additional assessment of choice-CEC Special Education Professional Ethical Principles Evaluation

Description of the Assessment: Professional special educators are guided by the CEC professional ethical principles, practice standards, and professional policies in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles: maintaining challenging expectations, maintaining a high level of professional competence, integrity and professional judgment, promoting inclusion, collegiality, involving families, making evidence and research-based decisions, protecting safety of individuals, upholding laws and professional ethics, advocating, and engaging in advancing the profession. The CEC Special Education Professional Ethical Principles Evaluation rubric is completed by the classroom teacher and/or supervisor at the completion of special education student teaching as an overall assessment of the candidate upholding and advancing the Special Education Professional Ethical Principles of the CEC as appropriate for a novice teacher. Feedback is to be provided upon completion of the rubric through conferencing between the cooperating teacher, university supervisor, and the teacher candidate.

SPED 400b CEC Professional Ethics Evaluation 2015-2018				
Year	N (number of candidates)	Evaluator	Average Score	Target Score
2017-2018	2	University Supervisor	3.74	3.0
		Cooperating Teacher	3.79	
2016-2017	2	University Supervisor	3.21	3.0
		Cooperating Teacher	3.22	
2015-2016	0	University Supervisor	NA	3.0
		Cooperating Teacher	NA	

3. Respond to the following questions:

a. Analysis of findings: Describe how the data provided above demonstrate that candidates in the program meet the standards.

Teacher candidates in the early childhood special education program are meeting, and often exceeding, acceptable targets for their knowledge, skills and dispositions for teaching learners with exceptionalities. Multiple sources of assessment evidence confirm that candidates progressively building pedagogical and content knowledge throughout teacher training in the categories of learner and learning, content, instructional practice and professional responsibility as they relate to both the general and specialized curriculum. There was one candidate who struggled to meet target requirements; this candidate was placed on an improvement plan, repeated methods courses, received mentoring and additional support

from a university supervisor in the field, and met acceptable targets by the end of the program. Analysis indicates candidates have an extensive amount of training across the program to address the specialized knowledge of the early childhood, elementary, and special education settings, and also how those settings overlap and related to one another in an MTSS model. Analysis also indicates the program systematically assesses teacher candidates at the beginning, middle, and end of their teacher training, evaluating knowledge and skills of the required standards, and is responsive to candidates who struggle to meet competencies.

The courses required for the early childhood special education double major align with the required CEC program standards for teacher licensure, and also address the InTASC and state program standards for elementary education standards representative of preparation up to age 8 (grade 3). All content areas of study required for licensure are included in the MSU program. The comprehensiveness of the preparation requires a longer timeframe for completion, which includes coursework each summer semester of enrollment. Analysis of standard alignment of the double major program has affirmed the EPP commitment to building teacher capacity to meet the needs of all students through joint special and general education preparation; to uphold a commitment to an inclusive agenda that builds on the connections that exist between general and special education preparation instead of differences (Blanton, Pugach, & Boveda, 2018).

Given the positive outcomes of completers in their knowledge, skills and dispositions for teaching special education, feedback from graduates and supervisors, and faculty discussion of alignment and data, areas to strengthen the preparation program in a continuous improvement model have also been identified. Although the program review only requires two supplementary key assessments to be identified, the program follows the requirements for CEC specialized program assessment, and has therefore identified eight assessments (see handbook page 78). It may be considered once realignment of course changes and new early childhood standards occur to utilize the Philosophy of Special Education paper written in SPED 396 Special Education Law as a key assessment in addition to, or instead of, the current assessments. Another area for continued improvement is to expand preparation to guide paraeducators, tutors, and volunteers. Although these concepts and skills are addressed in SPED 237 Preschool Special Needs and in EC 322 Administration and Leadership, it would also support candidates to revisit and implement these concepts again later in the preparation program (i.e., more directly before student teaching). This same finding emerged regarding three other essential topics, initial evaluation for special education services, advanced training related to behavioral concerns in the EC setting, and additional instruction in writing both high-quality IFSPs and IEPs to more thoroughly address the Birth-Age 8 levels.

It is noted that with four completers of the EC SPED major in the last three years, the major area of study has a low enrollment. Candidates for initial special education licensure are not usually disaggregated by the EPP since enrollment is typically below 10 per program (the minimum for accreditation reporting), and there is overlap in elementary and early childhood preparation over the grade 1-3 levels (see Table 1).

Furthermore, the special education major is not a stand-alone bachelor's degree; it is a major that requires declaration of a BSED. Also, teachers that are already licensed in the field as general educators can also complete the major without completing a bachelor's degree. This was the case for 1 of the 4 completers. However, even given the low number of completers for the EC SPED major, the courses required for the major cross over required courses for other programs, majors, minors, and specializations (i.e., BA in Early Childhood, BSED Elementary Education, Elementary Special Education Major, Secondary Special Education Major, Early Childhood Minor and Specialization), and so course enrollment is high (e.g., 33 students in EC/SPED 336), while only a small portion of the students are seeking actual teacher licensure as special educators.

Table 1.

Total Special Education Enrollment-Early Childhood, Elementary and Secondary Combined 2015-2018

Year	# of Candidates Enrolled at MSU	# of Candidates Admitted	N (# of Graduates)
2017-2018	25	15	5
2016-2017	24	14	3
2015-2016	17	11	NA

The analysis of the EC SPED major in conjunction with the program reviews for the BSED programs in early childhood, elementary and secondary education also indicate that changes should be expected in the number of declared majors in all three special education majors. First, the elementary education program no longer requires a double major or minor for degree completion; instead a specialization area can now be completed in either reading, special education, or early childhood. However, the specialization for special education actually results in a transcribed minor as optional minor courses are now embedded as core requirements for well-prepared elementary educators; this includes the courses of SPED 336 Social & Emotional Development and Guidance, SPED 338 Home, School, Community Relationships, SPED 343 Classroom Modifications, and SPED 389 Foundations of Special Education. The university system does not currently track completion of specializations, only major and minor programs, and so it is possible that difficulties will develop in knowing exactly how many candidates have completed a minor in special education.

Year	Declared SPED Majors	Declared SPED Minors	New Specialization in SPED
Fall 2018	22	17	NA

This program analysis points toward a dilemma that exists in that a high-quality training program for early childhood special education requires extensive study of general and specialized curricula and instruction as well as considerable practice teaching experience in multiple settings (per CEC standards), yet state licensing requirements have shifted so a candidate with an minor (which is not reviewed under program approval for licensure) in special education can now be a licensed special educator. This change was approved by the ESPB Board in the fall of 2017 against a white paper recommendation of the ND Association of Colleges for Teacher Education (NDACTE) that special education licensing remain unchanged; a special ad hoc committee of NDACTE is now working to uphold the professional standards of CEC as the requirement for a highly qualified teacher in the field of special education. It is uncertain how the teachable minor will impact enrollment in special education major programs, but it is known that with less required of candidates prior to entering a classroom, they will be less prepared to provide effective general and special education to learners.

Blanton, L. P., Pugach, M. C., & Boveda, M. (2018). Interrogating the intersections between general and special education in the history of teacher education reform. *Journal of Teacher Education 69* (4), 354-366.

b. Response to findings: What changes have you made in your program as a result of data analysis? Provide a rationale for your decision.

Through the program review process, a number of important topics have been brought to the attention of the EPP that require further consideration in a continuous improvement model. These items will be added to the Division of Education annual accountability management system (AMS) as part of the yearly action plan. An update on these action items will be documented in the 2018-2019 AMS report available in November, 2019.

- Develop assessment packets for designated CEC key performance assessments (see all 8 from the SPED handbook, p. 78):
    - SPED 382 Instruction: El. Ed. & Secondary Program Plan
    - SPED 343 Planning Instruction for EC
    - SPED/EC 340 Assessment: Key Assessment for ECE
    - SPED 397 Assessment: El. Ed & Secondary Key Assessment
    - SPED 389 Final Exam for Foundations
    - SPED 396 Philosophy of Special Education Paper

- Rewrite EC and El. Ed./Secondary matrices for the CEC Revised Initial Special Education Individualized General and Independence Curriculum Combined Specialty Set:
    - identify high leverage practices

- realignment of new ND EC standards for Birth-8 and EC SPED standards given program changes

- Seek approval for course addition of SPED 330 Behavior Modification and Management as a course taught by faculty in the Division of Education instead of the Division of Liberal Arts (consider cross-listing of PSYC options or removal) to enrich the following topics from a school/education perspective: crisis prevention, safe and healthy behaviors, physical restraint and seclusion, mental health training, trauma sensitive educational behavior systems, FBA, BIP, PBIS

- Explore ways for the university enrollment system to track specializations that now result in teachable minors.

- Consider utilizing the Philosophy of Special Education paper written in SPED 396 Special Education Law as a key assessment

- Consider how to better provide training in initial special education evaluation for the early childhood definition as Birth-Age 8 for both Part B (ages 3-21) and Part C (birth through age 2) across SPED 340 and SPED 397 curriculum (e.g., integrated instructional modules, co-taught course, addition of SPEC 397 to the EC SPED core requirements)

- Consider how to integrate additional opportunities to write IFSPs and IEPs into the EC SPED core required courses prior to student teaching