
SEC & MLE Program Goals 2019-20 (Updated Fall 2019, Spring 2020, and Fall 2020):

2019-20 MLE and Secondary Education Goals

1. Strengthen candidates' planning and instruction by implementing the SOE lesson plan template with updated rubric as formative assessments in junior block and senior block measuring candidates' progress, with mastery expected in internship.
2. Strengthen candidates' planning and instruction by incorporating the SC Teaching Standards Rubric during the professional program as formative assessments during junior and senior block with mastery expected during internship
3. Infuse technology for teaching and learning throughout coursework.

What Data informed your goal creation?

Data was considered from transitioning to Teaching Standards Rubric 4.0 and SLO. Although our candidates generally meet the Acceptable (and often Target) ratings, we feel that the expectations on the new evaluations are more varied and at a higher level for proficiency. We also have anecdotal data from methods courses indicating that planning for differentiated instruction and formative assessments used to inform instruction are areas where candidates need to demonstrate their knowledge and skills.

How can we integrate our specialty program goals to create SOE 2019-20 Goals ?

Expectations are also increasing for Teacher candidate and K-12 students use of technology. We acknowledge that faculty need to incorporate more technology in our own instruction and model its integration for teacher candidates.

Assessment 1:

1. Praxis II Content Knowledge Exams
 - a. Middle School Language Arts (5047) – passing score of 164
 - b. Middle School Mathematics (5169) – passing score of 165
 - c. Middle School Science (5440) – passing score of 150
 - d. Middle School Social Studies (5089) – passing score of 155
2. **PLT Test**
 - a. Principles of Learning and Teaching: Grades 5-9 (5623) – passing score of 160

MLE/SEC Programs' Assessment Alignment & Developmental Progression:

When in Program	Course	Instructor	Responsible for Key Assessment Artifact	Key Assessment #
Pre-Professional	EDPY A334 Introduction to Adolescent Growth and Development	McMurtrie	Service Learning Mentoring Project	Assessment 8
Pre-Professional	EDPY A334 Introduction to Adolescent Growth and Development	McMurtrie	Young Adolescent Advocacy Project	Assessment 7
Pre-Professional	EDSE A312 Teaching Diverse Populations in the Middle and High School	McMurtrie	Lesson Plan with rubric (Introduced)	Assessment 6
Junior Block	EDSE A446 Classroom Management and Assessment in the Middle and High School	McMurtrie	1. Lesson Plan with rubric (practice) 2. Assessment Case Study	Assessment 6 Assessment 3
Junior Block	EDRD A518 Content Area Reading and Writing	Vanderburg, Clark, Reeves		
Junior Block	EDUC A455 Middle Level Curriculum and School Organization	Stowe	Ideal Middle School Project	Assessment 2
Senior Block	EDSE A450 Teaching Mathematics in the Middle & High Schools	Coleman	Lesson Plan with scored rubric (mastery)	Assessment 6
Senior Block	EDSE A449 Teaching Social Studies in the Middle & High School	Lintner	Lesson Plan with scored rubric (mastery)	Assessment 6
Senior Block	EDSE A447 Teaching ELA Methods in the Middle and High School	Clark	Lesson Plan with scored rubric (mastery)	Assessment 6
Senior Block	EDSE A453 Teaching Science Methods in the Middle and High School	Dove, Hunt	Lesson Plan with scored rubric (mastery)	Assessment 6
Internship and Senior Seminar	EDSE A476 Senior Seminar EDSE A471 Internship	Rinder	1. ADEPT/Rubric 4.0 with Middle Level Specialty Area Addendum 2. Teacher Work Sample/SLO	Assessment 4 Assessment 5

MLE/SEC Education January 2020 Faculty Reflections – Do we have any changes based on 2019 Exit Survey Data?

How are we progressing with our 2019-2020 goals?

Goal 1: Implementation of common lesson plan template and rubric. Junior and senior block courses should be incorporating and collecting data using the SOE Lesson Plan Rubric.

Goal 2: Teaching Standards 4.0 Rubric is being used in the junior block (EDSE A446) and senior block (Content-area Methods courses). Data should be collected using the TS 4.0 Rubric.

Goal 3: Expectations are increasing for candidate integration of technology in lessons. Lesson plan template has 1 section devoted to educational technology.

Are we on track to meet 2019-2020 goals?

Goal 1: data collection in progress

Goal 2: data collection in progress

Goal 3: Program requested more iPads in Fall 2019 for implementation in methods courses.

How might we refine our goals for the Spring 2020 semester?

Consider technology integration through the lens of SAMR (or other) technology integration model. For example, are we in transition from “substitution” to “redefinition?” How do we measure what we are doing and what our candidates are doing with technology? What are our expectations? Where are various aspects of technology integration introduced, reinforced, and mastered in the MLE/SEC program?

Potential goals for 2020-21:

a) Implement data collection on technology integration by instructors and teacher candidates.

b) Review practicum data to track placement by candidate, school, CT, grade levels, and content area to provide evidence of diverse and varied field experience settings.

Continuous improvement efforts – how are we integrating our goals with SOE goals?

We are in alignment.

Elementary Education Program Goals 2019-2020

1. Review junior and senior block course descriptions to align the Bulletin with current practice – aligned the Read 2 Succeed courses and practica to course descriptions in catalog
2. Review the elementary practicum sequence to align the Bulletin with current practice
3. Revise and submit the Elementary SPA report to CAEP by March 1
4. Review Cooperating Teacher selection criteria and establish a CT training protocol

What Data informed your goal creation?

How can we integrate our specialty program goals to create SOE 2019-20 Goals ?

Assessment Alignment & Developmental Progression:

When in Program	Course	Instructor	Responsible for Key Assessment Artifact
Pre-Professional	EDEL A210 Clinical Observation and Analysis	Riley	Contextual Factors assignment (???)
Pre-Professional	EDEL A225 Teaching Health and PE in the Elementary School	Secrist	Lesson Plan with scored rubric
Junior Block	EDEL A432 STEM: Science, Technology, Engineering, and Math in the Elementary School	Maness & Johnson (Salk)	Lesson Plan with scored rubric
Junior Block	EDEL A445 Classroom Assessment	Collazo	<ul style="list-style-type: none"> · Pre- and Post-Test Assessment Plan · Contextual Factors assignment
Junior Block	EDRD A422 Instructional Practices in Elementary School Literacy and Creative Arts	Reeves	Diversity Lesson Plan with scored rubric
Junior Block	EDRD A430 Foundations in Reading in Elementary and Special Education	Clark	Lesson Plan with scored rubric
Senior Block	EDEL A431 Teaching Mathematics in the Elementary School	Coleman	Lesson Plan with scored rubric
Senior Block	EDEL A443 Teaching Social Studies in the Elementary School	Lintner	Lesson Plan with scored rubric
Senior Block	EDEL A441 Classroom Management	Rinder	Classroom Management Plan
Senior Block	EDRD A421 Assessment of Reading in Elementary	Clark & Reeves (Salk)	Student Reader Profile

1. Infuse classroom management techniques throughout coursework.
2. Provide suggested strategies on lesson plans when assessments are vague.
3. Include additional instruction on the development of learning goals and instructional strategies through discussion of integrated curriculum in EDEC 411.

Elementary Level Education Spring 2020 Faculty Retreat Reflection

1. How are we progressing with our 2019-20 Goals?

- A. **Goal 1:** Review junior and senior block course descriptions to align the Bulletin with current practice – *aligned the Read 2 Succeed courses to course descriptions in catalog*
- B. **Goal 2:** Review the elementary practicum sequence to align the Bulletin with current practice - *aligned the Read 2 Succeed literacy practica to course descriptions in catalog/bulletin*
- C. **Goal 3:** Revise and submit the Elementary SPA report to CAEP by March 1: *working on submission to SC by CAEP Site Visit (March 31). ACEI no longer SPA Reviewer, SC is allowing re-submitted Elementary SPA's using ACEI 2007 Standards.*
- D. **Goal 4:** Review Cooperating Teacher selection criteria and establish a CT training protocol: *Created a rubric for CT selection in partnership with PDS and MOU schools/districts. Administered practicum survey of candidates of pre-clinical CT's.*

2. Are we on track to meet 2019-20 goals? Yes. See above progress monitoring.

***What Data informed your goal creation?** Praxis 2017-18 data, Completer Exit Survey Data 2017-18; 2018-19; Fall 2019, Rubric 4.0 Internship Evaluation for 2 cycles, SLO data for 2 cycles, CT practica surveys – 3 cycles.

3. How might we refine our goals for the Spring 2020 semester based on our progress and the most recent data?

- A. Infuse classroom management techniques throughout coursework.
- B. Provide suggested strategies on lesson plans when assessments are vague.
- C. Include additional instruction on the development of learning goals and instructional strategies through discussion of integrated curriculum in EDEC 411.

4. Continuous Improvement Efforts - how are we integrating our goals with SoE goals? *Alignment of Assessments to CAEP and SPA Standards – EPP-wide assessments - USCA Lesson Plan, content area addendums, etc.*

Elementary Level Education Spring 2020 Faculty Retreat Reflection – Update February 25, 2020

1. What are your 2019-2020 elementary program goals?
 - Goal 1: Review junior and senior block course descriptions to align the Bulletin with current practice
 - Goal 2: Review the elementary practicum sequence to align the Bulletin with current practice
 - Goal 3: Revise and submit the Elementary SPA report to CAEP by March 1
 - Goal 4: Review Cooperating Teacher selection criteria and establish a CT training protocol

2. What data informed your goal creation?
 - Praxis 2017-18 data
 - Completer Exit Survey Data 2017-18; 2018-19; Fall 2019
 - Rubric 4.0 Internship Evaluation for 2 cycles
 - SLO data for 2 cycles
 - CT practica surveys for 3 cycles

3. How are we progressing with our 2019-20 Goals?
 - **Goal 1:** We have aligned the Read 2 Succeed course descriptions in the Bulletin (EDRD A430, EDRD A422, EDRD A421, EDRD A423). All other Junior Block and Senior Block courses were in alignment.
 - **Goal 2:** We have aligned the Read 2 Succeed literacy practica in the Bulletin (EDRD A430, EDRD A422, EDRD A421, EDRD A423). All other practicums were in alignment.
 - **Goal 3:** Data collection is in progress. Our plan was to revise and submit the Elementary SPA report to CAEP by March 1, 2020. Although ACEI is no longer the SPA reviewer, South Carolina is allowing re-submitted Elementary SPA reports using ACEI 2007 Standards. Note: The deadline has been extended to August 1.
 - **Goal 4:** We have created a rubric for CT selection in partnership with the PDS committee and MOU schools/districts. We also developed and administered a practicum survey for candidates to evaluate their pre-clinical CT's.

4. Are we on track to meet 2019-20 goals? Yes

5. How might we refine our goals for the Spring 2020 semester based on our progress and the most recent data?

Goal 4 needs to be revised. We are still building infrastructure and need to postpone establishing a training protocol for Cooperating Teachers. Goal 4 also needs to be significantly expanded to include:

- a. We need to have a better process for tracking field placements by candidate, school, CT, grade levels, and content areas to provide evidence of diverse and varied field experience settings. We plan to adapt the model used by our Special Education faculty for this purpose.
- b. We now have 3 cycles of CT evaluation data. How can we streamline and improve the process by which we use this data to inform field placements each semester?
- c. We have collected practicum description sheets from faculty members to help recruit new CTs. Is there a better way to make these descriptions readily available to prospective CTs?

- d. We need to do a better job of “intentional matching.” Our team looked at two other university’s websites to see how they solicit, communicate with, and provide resources for their Cooperating Teachers. Our team is interested in developing a new field experience website, to include:

- A welcome video (Jeremy Rinder)
- Criteria for selecting a Cooperating Teacher (CT) and a rubric for evaluating the CT
- A menu list of USC Aiken pre-professional and professional practicum experiences
- Descriptions, expectations, and syllabi for each practicum and internship
- An online application/submission form for prospective Cooperating Teachers (CTs), who can choose practicum options of interest to them
- Resources for CTs and university supervisors including key assessments such as the classroom observation form, SLO, and Rubric 4.0 documents
- A point person to provide support for adjunct university supervisors and help them collect key assessment data
- Business cards with a QR code to take prospective CTs directly to this website. We suggest that Jeremy Rinder unveil this website at the Aiken County Public Schools all-faculty #OneTeam event in August.

See the following websites:

http://www2.winthrop.edu/rex/rex/core_courses.html

<https://www.clemson.edu/education/resources/academic-resources/field-experiences/index.html>

6. Continuous Improvement Efforts- how are we integrating our goals with SoE goals?
- Our efforts will improve two-way communication with Cooperating Teachers which supports mutually beneficial partnerships
 - Alignment of Assessments to CAEP and SPA Standards
 - EPP-wide assessments – USC Aiken Lesson Plan
7. Based on the exit survey data...
- How are we continuing to meet our goals for 2019-20 programs?
The data from five semesters of completer exit surveys (Fall 2017 to the present; n=96) identifies content instruction, short range planning, and professionalism as areas of strength.

On the other hand, our students identified three areas for growth: long range planning, meeting the needs of English Language Learners (ELLs), and the integration of technology.

- What new goals might we consider for AY 2020-21?
 - Goal 1:** Address concerns about long range planning. Where and when can various aspects of unit planning introduced, reinforced, and mastered in the elementary program?
 - Goal 2:** Refine the lesson plan to include additional differentiated instructional and assessment strategies, with a specific focus on accommodations for English Language Learners (ELLs).
 - Goal 3:** Identify opportunities to integrate technology throughout coursework. Where and when can various aspects of technology integration be introduced, reinforced, and mastered in the elementary program? Could we implement an ePortfolio project?

Goal 4: Continue to build on the work related to 2019-2020's Goal 4, such as the development of an online CT Handbook and a new Field Experience website.

- How could our goals intersect with SoE Goals? Progress on these goals will be shared across programs, strengthening the EPP for all students.

Read to Succeed (R2S) Courses vs. USC Aiken Bulletin/Course Catalog (Alignment)

*Highlighted areas are where the course syllabi, bulletins and South Carolina Read to Succeed guidelines were previously misaligned – for Spring 2020, USCA Bulletin and the R2S requirements were aligned.

Course Title	Course Description	Prerequisite
<p>EDRD A430 Foundations in Reading in Elementary and Special Education</p>	<p>R2S: This course will focus on the study of foundational knowledge of reading instruction and the place of reading in the curriculum.</p> <p>USC Aiken Bulletin: This course will provide an overview of the theoretical and evidence-based foundations of reading in elementary and special education. Major theoretical perspectives of cognitive, linguistic, motivational and sociocultural foundations of reading and writing will be examined. This course provides supervised classroom and clinical experience in teaching developmental reading. Seminars and group discussions are held. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.</p> <p>Note: R2S does not indicate that there is a practicum, but the USC Aiken Bulletin does.</p>	<p>R2S: (Prerequisite: Admission to Education Professional Program or special permission of education advisor.)</p> <p>USC Aiken Bulletin: (Prereq: EDRD A218 and Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block)</p>
<p>EDRD A422 Instructional Practices in Elementary School Literacy and Creative Arts</p>	<p>R2S: This course will focus on instructional strategies for Elementary school literacy and the integration of the creative arts. This course will provide pre-service teachers with the foundational knowledge, instructional practices, approaches, methods, and materials to create a literate & creative arts environment in the K-6 classroom. This course includes a practicum that will allow candidates to implement instructional strategies.</p> <p>USC Aiken Bulletin: This course will focus on instructional strategies for elementary school literacy and the integration of the creative arts. This course will provide pre-service teachers with the foundational knowledge, instructional practices, approaches, methods, and materials to create an environment focused on the literary creative arts. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.</p>	<p>R2S: (Prerequisite: Admission to Education Professional Program or special permission of education advisor.)</p> <p>USC Aiken Bulletin: (Prereq: Admission to Professional Program in Education or permission from the Dean; Coreq: Junior Block)</p>
<p>EDRD A421 Assessment of Reading in Elementary Education</p>	<p>R2S: Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on testing procedures, instructional materials and teaching techniques. This course includes a practicum that will allow candidates to implement instructional strategies.</p> <p>USC Aiken Bulletin:</p>	<p>R2S: (Prerequisites: Admission to Education Professional Program or special permission of education advisor. EDRD 430 Foundations in Reading in Elementary and Special Education and EDRD 422</p>

	<p>Clinical and classroom aspects of teaching students with reading difficulties are explored with emphasis on assessment, instructional materials, and teaching techniques. This course includes a practicum that will allow candidates to implement instructional strategies. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.</p>	<p>Instructional Practices in Elementary School Literacy and Creative Arts.)</p> <p>USC Aiken Bulletin: Prereq: EDRD A318 and Admission to Professional Program in Education or permission from the Dean; Coreq: Senior Block)</p>
<p>EDRD A423 Content Area Reading and Writing</p>	<p>R2S: This course will focus on the study of foundational knowledge of content area literacy. This course will also provide pre-service teachers with the necessary strategies and materials that facilitate students' reading and writing skills in the content areas.</p> <p>USC Aiken Bulletin: This course will focus on the study of foundational knowledge of content area literacy. This course will also provide pre-service teachers with the necessary strategies and materials that facilitate K-6 students' reading and writing skills in the content areas. This course aligns with Read to Succeed Legislation requirements for pre-service teachers.</p>	<p>R2S: (Prerequisites: Admission to Education Professional Program or special permission of education advisor. EDRD 430 Foundations in Reading in Elementary and Special Education and EDRD 422 Instructional Practices in Elementary School Literacy and Creative Arts.)</p> <p>USC Aiken Bulletin: (Prereq: EDRD A430 and Admission to Professional Program in Education or special permission from the Dean; Coreq: Senior Block)</p>

19 – 20 ECE Program Goals – Revised Sept/Oct. 2019

1. Infuse classroom management techniques throughout coursework.
2. Provide suggested strategies on lesson plans when assessments are vague.
3. Include additional instruction on the development of learning goals and instructional strategies through discussion of integrated curriculum in EDEC 411.

What data informed your goal creation?

The Early Childhood Faculty including Sally McClellan, Vernelle Tyler, Brandie Maness, and Jeremy Rinder, met during the Fall, 2019 retreat. We examined data from SLOs for Fall, 2018 and Spring, 2019; Praxis subject assessments and PLT from 2016, 2017 and 2018; and the SCTS Rubric 4.0 from Fall, 2018 and Spring, 2019.

Data from the SLOs is generally very good. Spring, 19 did include some 1s and 2s in classroom management, assessment, and statement of objectives. The need for additional instruction related to planning was supported by data from the 4.0 rubric where the average score was 3.18 (Fall, 18) and 3.37 (Spring, 19).

Based upon previous data reviews, we designed separate courses for classroom management and assessment. During the retreat, we discussed the need to include this information throughout our program so that candidates designed lessons and received feedback during their practicum experiences related to classroom management and assessment. We also previously discussed using integrated curriculum for early childhood classrooms. We had hoped to have a course focused on this topic. Since that did not work out, we will include additional instruction on the development of learning goals and instructional strategies through discussion of integrated curriculum in EDEC 411.

Passing scores for the Praxis are currently at 84%. Praxis information was not available in sub-categories.

How can we integrate our specialty program goals to create SOE 2019-20 Goals?

The early childhood goals will support the implementation of our revised lesson plan template. We will continue to examine the prior coursework which prepares interns for the 4.0 rubric and SLOs.

Early Childhood Level Education Jan. 2020 Faculty Retreat Reflection

1. How are we progressing with our 2019-20 Goals?

Goal 1: EDEC 411 now includes information about the Pyramid Model and Conscious Discipline. Candidates are provided with guidance and feedback during practica – The 4.0 rubric includes environment and managing student behavior.

Goal 2: Feedback is provided during practica. EDEC 540 now includes a unit for preschool students. Feedback on assessments is provided to candidates.

Goal 3: EDEC 540 includes the guided development of a unit with instruction and feedback.

2. Are we on track to meet 2019-20 goals?

Yes.

3. How might we refine our goals for the Spring 2020 semester?

We moved goal 3 from EDEC 411 to EDEC 540 because it fits better. As we begin the search for a new literacy faculty member, we are clearly articulating expectations for instruction with the junior/senior block.

4. Continuous Improvement Efforts – how are we integrating our goals with SoE goals?

The early childhood goals will support the implementation of our revised lesson plan template. We will continue to examine the prior coursework which prepares interns for the 4.0 rubric and SLOs.

Early Childhood Education Spring 2020 (February Updates) Review of Data

5. How are we progressing with our 2019-20 Goals?

4. Goal 1: Infuse classroom management techniques throughout coursework.

EDEC 411 now includes information about the Pyramid Model and Conscious Discipline.

Candidates are provided with guidance and feedback during practica – The 4.0 rubric includes environment and managing student behavior.

5. Goal 2: Provide suggested strategies on lesson plans when assessments are vague.

Feedback is provided during practica. EDEC 540 now includes a unit for preschool students. Feedback on assessments is provided to candidates.

6. Goal 3: Include additional instruction on the development of learning goals and instructional strategies through discussion of integrated curriculum in EDEC 411.

EDEC 540 includes the guided development of a unit with instruction and feedback.

6. Are we on track to meet 2019-20 goals?

Yes. We have made changes in our program to address the goals.

7. How might we refine our goals for the Spring 2020 semester?

We moved goal 3 from EDEC 411 to EDEC 540 because it fits better. As we begin the search for a new literacy faculty member, we are clearly articulating expectations for instruction with the junior/senior block.

8. Continuous Improvement Efforts – how are we integrating our goals with SoE goals?

The early childhood goals will support the implementation of our revised lesson plan template. We will continue to examine the prior coursework which prepares interns for the 4.0 rubric and SLOs.

After reviewing data from the exit survey, we discussed the following concerns:

This data supports our goal of giving feedback to candidates on assessments in their lesson plans.

We discussed technology and will add additional technology instruction to the math methods class. Need Smart Notebook so instruction could be provided regarding creating SmartBoard lessons.

We will discuss with students their perspectives on online courses.

We will continue to examine ways that we can provide instruction for working with English Language Learners. In our early childhood courses, we often speak of Dual Language Learners since young children are still learning their first language. This may create a disconnect between our instruction and the survey question.

Goals for 2020 – 2021

Infuse additional technology instruction into methods courses with the inclusion of Smart Notebook.

Evaluate on-line courses in our program.

Incorporate ELL/DLL instructional strategies in our coursework.

Special Education Program Goals 2019-2020 – AUGUST

1. Build a Growth Plan Model with Goal Setting
2. Dispositions Conferences (Mid, Final, Ct's)
3. LIFE Program 2021
4. CEC and SPED Social (ZOOM)
5. More F2F Course Options
6. Pre/Post Conferences for Field Observations to Show Growth
7. Data Management System for Assessment Data

SPED Program Goals – CAEP – revised Oct. 2019

Based on Praxis and SLO data, we will chunk lesson planning into several of our current courses in order to teach these skills across time. This will help students maintain skills they have already learned. All three of the below courses require the completion of at least two lesson plans, but instructors will focus feedback on the new skills taught in that specific course (and previously learned skills).

Specifically, we will teach the following skills in these courses.

EDEX 425 – Methods for Teaching Students with LD	Standards Prerequisite Skills Goals and Alignments Assessments (differentiation)
EDEX 415 – Methods for Teaching Students with ID	17 Principles of Effective Instruction Strategy Instruction Model – Lead – Test (differentiation) Prompting Strategies Questioning (differentiation)
EDEX 435 – Methods for Teaching Students with EBD	Classroom management plan “Putting it all together”

SpEd Level Education Jan/Feb. 2020 Reflection

1. How are we progressing with our 2019-20 Goals?

Based on the Exit Survey data, the special education program has several areas in which we need to make progress. First, we have low enrollment of degree completion students. Many of our students are completing the add-on requirements, and thus are not a part of Exit Survey data. These students may take a few courses online in our program in order to add-on certification areas (e.g., Learning Disabilities, Intellectual Disabilities, or Emotional Behavioral Disorders), yet they will not earn a degree. Thus, the exit data only includes a very small sample size of degree completers. This likely impacts these data. Additionally, our program has somewhat catered to the online students (through Palmetto College) as so many of our courses are online. This may impact our scores on Exit Data, as well. This is certainly an area of growth that we need to keep tweaking in order to best meet the needs of all of our students. Finding the balance of “just enough” online classes for our face-to-face students has proven challenging, yet we have been continuously gathering anecdotal feedback from students so that we can make informed decisions.

In fall 2019, we implemented the pre and post conference model for our practicums in EDEX 435P. Students met with the instructor before teaching the lessons to review the major components of the lesson and to streamline the plan. Students also met with the instructor after the lesson to debrief. Additionally, the Council for Exceptional Children (CEC) student group officially started last fall. We hosted two community outreach events at a local elementary school. The special education team also hosted a Special Education Social in which all majors were invited to get to know each other. This is part of a continued effort to promote community among students as there are currently many online courses. For spring 2020, we are implementing the proposed “chunking” of lesson plan content in EDEX 415, as planned in the October check-in. We have also implemented new data management methods for assessment data and practicum placement trackers.

2. Are we on track to meet 2019-20 goals?

We may be able to meet some of the proposed goals we outlined in August 2019 (e.g., data management, pre/post conferences). We will be implementing a Disposition Conference at the mid and end of the semester in spring 2020.

3. How might we refine our goals for the Spring 2020 semester?

Our initial goals were very broad and covered more than one academic year. We need to narrow our focus to the few we can implement (and implement effectively).

4. Continuous Improvement Efforts - how are we integrating our goals with SoE goals?

We are committed to integrating our program goals with SOE goals. Specifically, we are committed in the area of teaching diverse learners. Our faculty have worked to streamline topics in coursework so we can be sure we are covering an array of skills and knowledge and meet the CEC standards.