

## **Institutional Effectiveness 2022-2023**

**Program:** Special Education BS

**College and Department:** College of Education, Department of Curriculum & Instruction

**Contact:** Jeremy Wendt, Chairperson

**Mission:**

The mission of the Department of Curriculum & Instruction is to enhance education and policy for the well-being of society through the creation, communication and application of new knowledge; preparation of scholars, researchers, educators and other professionals to meet the needs of our increasingly diverse, global, technological society; and outreach initiatives engaged with matters related to the local community, state, nation, and world.

*Mission Brief:* Learn from the past. Impact the present. Focus on the future.

*Vision:* Evidence-based, student-focused, future-oriented education for life-long learners.

**Attach Curriculum Map (Educational Programs Only): \*See Appendices.**

### **SPECIAL EDUCATION BS OUTCOME 1**

**Define Outcome:**

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

**Assessment Methods:**

State licensure exams. Candidates take between one and six licensure exams in order to be recommended for licensure. The Praxis subject assessments measure candidates' content knowledge of the subjects they teach. The subject assessments measure subject-specific teaching skills and content knowledge. Validity for the assessments is evidenced through multiple means, including job analysis; item writing and reviewing; standard-setting studies; test reviews; and ongoing reviews. Reliability is addressed via the standard error of measurement, reliability of classification, and reliability of scoring. Praxis is a proprietary assessment developed, regulated, and scored by ETS, and the Tennessee State Board of Education sets candidate cut scores.

**Criteria for Success (Thresholds for Assessment Methods):**

Praxis: Nearly all data reported to the university by testing organizations is reported one calendar year behind IE reporting cycles. Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.

**Results and Analysis:**

With changes to the cycle of data collection for IE, the department has complete data sets for the most recent completers (2022-2023).

*Student Learning Outcome 1: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding passing scores on the respective state licensure exam as set by the State Board of Education.* PRAXIS content exams: All candidates must pass their respective Praxis content exam prior to entering residency I/student teaching. Praxis summary reports show EPP scores compared to State and National averages, as well as a breakdown of our candidates in each quartile. All summary reports are posted on the EPP's website. See Table 1, Table 2, Table 3, and Table 4 below for Special Education PRAXIS data.

Table 1. SPED Core Knowledge Mild/Moderate PRAXIS (5543)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	19	89.47	164.89	371	79.78	167.29
2020-2021	32	100	172.59	520	87.88	169.55
2021-2022	37	86.49	170.14	759	89.46	170.6
2022-2023	16	93.75	170.19	902	90.13	171.12

Table 2. SPED Core Knowledge Severe/Profound PRAXIS (5545)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	20	95	174	160	96.25	175.94
2020-2021	12	100	172.67	219	95.43	176.36
2021-2022	21	95.24	172.9	318	95.28	175.13
2022-2023	11	100	171	314	97.45	176.93

Table 3. SPED Core Knowledge & Applications PRAXIS (5345)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean
2019-2020	17	100	169.29	88	98.86	173.44
2020-2021	16	93.75	164.81	104	96.15	171.92
2021-2022	18	100	170.33	86	97.67	171.62
2022-2023	2	*	*	62	91.94	173.74

Table 4. Preschool ECE PreK-3 PRAXIS (5691)

Year	TTU			State		
	N	Pass Rate	Mean	N	Pass Rate	Mean

2019-2020	26	88.46	167.65	91	93.41	171.37
2020-2021	20	100	167.5	87	96.55	171.38
2021-2022	24	95.83	168.13	95	91.58	170.21
2022-2023	27	77.78	165.63	111	90.99	170.05

*For the 2022-23 academic year, a total of 16 TTU candidates completed PRAXIS for SPED Core Knowledge Mild/Moderate. The total mean score was 170.19, with a pass rate of 93.75 percent. Compared to the State of TN, the mean score was slightly lower, but the overall pass rate was higher. A total of 11 TTU candidates completed PRAXIS for SPED Core Knowledge Severe/Prof, which is down from the previous year. The total mean score was 171, with a pass rate of 100 percent. At the State level, total mean score was 177, comparatively higher than TTU’s mean score, with a pass rate of 95.43 percent. The PRAXIS for SPED Core Knowledge & Application is being replaced by a different exam, therefore there is little data to report. Lastly, a total of 27 TTU candidates completed PRAXIS for Preschool ECE PreK-3. The total mean score was 165.6, with a lower pass rate percent of 78. At the State level, a total of 111 candidates completed PRAXIS for the same content area. The total mean score was 170.05, comparatively higher than TTU’s mean score, with a pass rate of 90.99 percent.*

**Use of Results to Improve Outcomes:**

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

As part of the department’s efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

**Special Education BS Outcome 2**

**Define Outcome:**

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

**Assessment Methods:**

Performance-based subject-specific assessment. The edTPA is a performance-based assessment that assesses teaching behaviors that focus on student learning. edTPA is a proprietary, nationwide assessment, developed by SCALE/Stanford and administered by Pearson. It is available in 27 individual content areas as a multiple-measures system that includes two primary components: 1) teaching-related performance tasks embedded in clinical practice that focus on planning, instruction, assessment, academic language, and analysis of teaching; 2) a three to five day documented learning segment. edTPA was nationally validated in 2013 to establish validity and reliability. The edTPA is professionally scored by Pearson, and the Tennessee State Board of Education sets candidate cut scores.

**Criteria for Success (Thresholds for Assessment Methods):**

Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.

**Results and Analysis:**

*Student Learning Outcome 2: Program candidates will demonstrate content and pedagogical knowledge and skills by meeting or exceeding a passing score on the respective performance-based subject-specific assessment as set by the State Board of Education.* edTPA: edTPA is a performance-based assessment used to measure pedagogical skills and pedagogical content knowledge. It shows what candidates can do, rather than what they plan to do. It is holistic and reflective as candidates integrate learning from across the curriculum and examine teaching practices. The portfolio includes 15 rubrics across 3 tasks (planning, instruction, and assessment) to demonstrate teacher effectiveness. In 2017, the Tennessee State Board of Education voted to require edTPA of all teacher candidates seeking licensure in the state. This requirement went into effect January 1, 2019; however, Tennessee Tech progressively implemented edTPA in 2012 for all programs with strong support for both candidates and faculty. Currently, candidates complete the edTPA during the residency II/student teaching clinical experience; each rubric is scored on a 5-point scale. However, TTU mean portfolios scores have slightly decreased across the four-year period. Additionally, TTU's total mean score has dipped slightly, whereas the State and National total mean scores experienced relatively little change (-.1 and -.1, respectively) between the same years. See Table 1 and Table 2 below for edTPA data.

Table 1. Total mean scores for TTU, State, and National Levels edTPA

Year	TTU	State	National
2019-2020	47	45.8	43.7
2020-2021	45.5	45.2	43.1

2021-2022	46.2	45.1	42.9
2022-2023	46.6	45.1	42.8

Table 2. edTPA data for Special Education

TTU			State			National		
Year	N	Mean	Year	N	Mean	Year	N	Mean
2019-2020	15	47.4	2019-2020	275	45.4	2019-2020	6174	44.2
2020-2021	14	47.4	2020-2021	205	45.3	2020-2021	3397	43.7
2021-2022	15	44.5	2021-2022	331	44	2021-2022	3727	42.6
2022-2023	32	46.3	2022-2023	328	43.9	2022-2023	3301	42.6

For the 2022-23 academic year, the total mean score for TTU (46.6) was considerably higher than State and National total mean scores. TTU had 32 candidates scored in Special Education. Regarding total mean scores for Special Education portfolios, TTU (46.3) was comparatively higher than both the State and National levels.

**Use of Results to Improve Outcomes:**

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

As part of the department’s efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

## SPECIAL EDUCATION BS OUTCOME 3

### **Define Outcome:**

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

### **Assessment Methods:**

Tennessee Educator Acceleration Model (TEAM). In 2011 the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric—a comprehensive student outcomes-based statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State. This program uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance and application of content knowledge and pedagogical skills during clinical practice. The TEAM rubric evaluates educators across three primary domains: instruction, planning, environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The program chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee.

### **Criteria for Success (Thresholds for Assessment Methods):**

Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.

### **Results and Analysis:**

*Student Learning Outcome 3: Program candidates will demonstrate content and pedagogical knowledge and skills in their clinical practice by scoring at or above expectations on the TEAM rubric.* TEAM: In 2011, the State Department of Education implemented the Tennessee Educator Acceleration Model (TEAM) evaluation rubric – a comprehensive, student outcomes-based, statewide educator evaluation system. The majority of Tennessee educators across all content areas are observed multiple times throughout the year using this observation instrument developed by the State (TEAM Rubric). The EPP uses the TEAM rubric as the primary assessment tool for evaluating teacher candidate performance during clinical experiences. The TEAM rubric evaluates educators across 3 primary domains: instruction, planning, and environment. Educators are rated across all domains on a scale of 1 (significantly below expectations) to 5 (significantly above expectations). The TEAM rubric aligns with InTASC standards 1-8, demonstrating candidate mastery of Learner and Learning, Content, and Instructional Practice standards. First, the TEAM domain of Instruction (broken into 12 specific components) closely aligns to InTASC standards 1-5. Second, the TEAM domain of Planning (3 components) aligns to InTASC standards 6-8. Lastly, the TEAM domain of Environment

(4components) aligns to InTASC standards 2-3. TEAM rubric scores at and above expectations demonstrate candidate mastery of InTASC standards 1-8. See Table 1 below for TEAM data.

Table 1. TEAM data for SPED - Res I & II

TTU				
Year	N	Instruction	Planning	Environment
2019-2020	14	3.87	3.86	4.07
2020-2021	21	3.95	3.84	4.4
2021-2022	9	4	4.04	4.44
2022-2023	27	3.98	3.93	4.33

The EPP chose to use TEAM to evaluate its teacher candidates in an effort to familiarize them with and best prepare them for this rigorous evaluation of teachers across Tennessee. Residency candidates are formally evaluated 3 times by a university supervisor and 2 times by a mentor teacher using the TEAM rubric, for a total of 5 TEAM evaluations across the residency year. The 3-year trend of university supervisor evaluations shows little change in mean scores across all 3 domains. Similarly, student teachers are formally evaluated 2 times by the university supervisor and once by the mentor teacher, for a total of 3 formal TEAM evaluations across student teaching (due to the 1-semester time limit versus 1.5 semesters in residency). See TEAM Evaluation Data for aggregate and disaggregate TEAM data across 3 years for both residency and student teaching. Although the enrollment has varied, the scores on the TEAM rubrics have remained mostly the same.

**Use of Results to Improve Outcomes:**

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

As part of the department’s efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

**Summative Evaluation:**

Praxis scores have been slightly lower than faculty expectations for the academic year. Faculty are working with Office of Teacher Education to build practice test sessions into courses across curriculum.

Additionally, course curriculum has been evaluated and adjusted by concentration faculty to ensure knowledge in Special Education majors as well as general education majors. Faculty have also reviewed the Praxis, edTPA, and Team data in monthly scheduled meetings referred to as the Data and Assessment Forum. These topic specific meetings generate questions, answers, and opportunities for improvement.

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

**Assessment Plan Changes:**

As part of the department's efforts to increase the scores on the TEAM rubric, a new tool is being implemented that will better prepare candidates for the classroom and future use of the TEAM rubric. The Aspiring Teacher Rubric (ATR) is a nationally certified valid and reliable instrument that is designed to work at a more introductory level than the TEAM rubric. With Fall 2023 implementation, we expect data and results to be available for the next IE report in Fall 2024.

**List of Appendices:**

Appendix 1: Crosswalk – Special Education – Comprehensive K-12 (UG – Traditional)

Appendix 2: Crosswalk – Special Education – Comprehensive K-12 (TBP – MA + Licensure)

Appendix 3: Crosswalk – Special Education – Comprehensive K-12 (Alternative – Job Embedded)



# Appendix 1: Crosswalk – Special Education – Comprehensive K-12 (UG – Traditional)

Program: Special Education Comprehensive K-12/Interventionist K-8	CCSSO's Interstate Teacher Assessment and Support Consortium (INTASC)									
	1. Learner Development	2. Learning Differences	3. Learning Environment	4. Content Knowledge	5. Application of Content	6. Assessment	7. Planning/ Instruction	8. Instructional Strategies	9. Professional Learning & Ethical Practice	10. Leadership & Collaboration
Council for Exceptional Children Standards	2. Understanding and Addressing Each Individual's Developmental and Learning Needs; 4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making; 5. Supporting Learning Using Effective Instruction; Standard 6. Supporting Social, Emotional, and Behavioral Growth	2. Understanding and Addressing Each Individual's Developmental and Learning Needs; 5. Supporting Learning Using Effective Instruction; Standard 6. Supporting Social, Emotional, and Behavioral Growth	2. Understanding and Addressing Each Individual's Developmental and Learning Needs; 5. Supporting Learning Using Effective Instruction; Standard 6. Supporting Social, Emotional, and Behavioral Growth	3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge; 4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making	3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge; 4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making; 5. Supporting Learning Using Effective Instruction	4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making; 5. Supporting Learning Using Effective Instruction	2. Understanding and Addressing Each Individual's Developmental and Learning Needs; 3. Demonstrating Subject Matter Content and Specialized Curricular Knowledge; 4. Using Assessment to Understand the Learner and the Learning Environment for DataBased Decision Making; 5. Supporting Learning Using Effective Instruction; Standard 6. Supporting Social, Emotional, and Behavioral Growth	1. Engaging in Professional Learning and Practice within Ethical Guidelines	7. Collaborating with Team Members	
TN Literature Standards	1. Content Knowledge, 2. Language and Literacy Rich	1. Content Knowledge, 2. Language and Literacy Rich	2. Language and Literacy Rich Environment; 4. Instruction Using High-Quality Instructional	1. Content Knowledge, 4. Instruction Using High-Quality Instructional	1. Content Knowledge, 4. Instruction Using High-Quality Instructional	1. Content Knowledge, 5. Foundational Literacy Skills	1. Content Knowledge, 3. High-Quality Instructional Materials	1. Content Knowledge, 3. High-Quality Instructional Materials	5. Foundational Literacy Skills Assessment and Evaluation; 6. Professional Learning and Leadership	
Course	Aligned Key Assessment(s)									
FOED 1820 Intro Field Experience/ FOED 1822 Intro Field Exp/Orientation			Virtual Field Experiences, Problem-Based Learning, Group Activities	Problem-Based Learning, Virtual Field Experiences, LRC Tour, Copyright/ Fair Use Activity	Problem-Based Learning, Virtual Field Experiences	Virtual Field Experience		Problem-Based Learning, Virtual Field Experiences, Group Activities	Becoming a Professional, Intro to TEAM Teacher Eval, Copyright / Fair Use Activity	Problem-Based Learning, Service Learning
FOED 2011 Intro to Teaching & Technology	Text Readings, Group Activities	Text Readings, Group Activities	Text Readings, Group Activities	Education Buzzwords Activity, Text Readings, Group Activities, Annotated Bibliography, Disposition, Interactive Whiteboard Activities, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities	Pre-Test / Post-Test, Text Readings, Group Activities	Text Readings, Group Activities, Interactive Whiteboard Activities, Multimedia Presentation, Curriculum Standards / Lesson Plan Activity	Text Readings, Group Activities, Interactive Whiteboard Activities, Cube Tour, Multimedia Presentation	Text Readings, Group Activities, Disposition, Case Studies	Website Construction, Multimedia Presentation, Text Readings, Group Activities, Annotated Bibliography, Interactive Whiteboard Activities, Teacher Interview
EDPY 2210 Educational Psychology		Three Exams, extended study, periodical review, outsider review, reaction	Three Exams, extended study, periodical review, outsider review, reaction							
MUS 1074 - Music for Special Needs										
FOED 3010 Integr Inst Tech into Clsrm	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	edTPA Video, edTPA Lesson Plan, Develop Interactive Whiteboard Content, Understand and Utilize Google Education Software (Gsuite)	Curricula/Instructional Resources/Quality Evaluation, Family Literacy Project Case Study		
SPED 2010 Intro to Special Education/		Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		Philosophy of SPED	Philosophy of SPED		
SPED 3050 Universal Design for SPED	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20) Trauma Informed Practices Exam (Learn) Learning Theories Exam (Learn)	UDL Presentation (TK20)
SPED 4030 App Behav Analy for Teachers/		Behavior Intervention Plan; UT Trauma Informed Modules	FAU/IT Trauma Informed Modules			Functional Behavior Assessment Plan	Behavior Improvement Plan/ Functional Behavior Assessment Plan	Behavior Improvement Plan/ Functional Behavior Assessment Plan		Behavior Improvement Plan/ Functional Behavior Assessment Plan
SPED 4100 Collaboration & Inclusive Practices	Co-Teaching Lesson Plan		Co-Teaching Lesson Plan	Co-Teaching Lesson Plan	Co-Teaching Lesson Plan, Co-Teaching Professional Development Presentation		Co-Teaching Lesson Plan	Co-Teaching Lesson Plan		Co-Teaching Professional Development Presentation
SPED 4200 Tchng Stu-Autism Spec Disordr/		Family Partnership project		Family Partnership project			Family Partnership project			Family Partnership project
SPED 3020 Charact of Persons Comprehensive Disabilities	Praxis 5545: Severe to Profound	Praxis 5545: Severe to Profound		Praxis 5545: Severe to Profound	Comp Case Study			Comp Case Study		
SPED 3030 Learning Disabilities	Lesson Plan with Accommodations (TK20) Final Exam (Learn) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Final Exam (Learn) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Final Exam (Learn) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Praxis 5354: Mild to Moderate	Lesson Plan with Accommodations (TK20) Praxis 5354: Mild to Moderate	Final Exam (Questions related to identification and policies) TK20	Advocacy Letter (Learn)
SPED 4400 - Individualized Educational Planning		P-12 focus learner IEP development			P-12 focus learner IEP development					P-12 focus learner IEP development
SPED 3031 Phys Mgmt/Support Serv-Impr/	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study	Orthopedic Impairment Case Study		
READ 3315 Literacy-Special Populations	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Lesson Plan (TK20) Praxis 5205	Science of Reading Literature Review (Creative Inquiry Project -Learn Rubric)	Science of Reading Literature Review Presentation (Creative Inquiry Project -Learn Rubric)
FOED 3810 Field Experiences in Education	TK20 Candidate Binder: Context for Learning	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons; Context for Learning)	TK20 Candidate Binder (Context for Learning; Site Evaluation)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons; Self-Evaluation, Mentor Teacher Evaluations, Field Supervisor Evaluation)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons; Self-Evaluation, Mentor Teacher Evaluations, Field Supervisor Evaluation)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons)	TK20 Candidate Binder (Lesson Plan: Inclusion Supports for Gen Education Lessons)	TK20 Candidate Binder (Self-Assessment/Disposition; Mentor Teacher's Evaluation, Field Supervisor's Evaluation)	TK20 Candidate Binder (Self-Assessment/Disposition; Mentor Teacher's Evaluation)





