

Truman State University Consumer Information Disclosures Report: Teacher Certification Program—Master of Arts in Education

Description of Certification Program

The Master of Arts in Education (MAE) is accredited by the Missouri Department of Elementary and Secondary Education. The unit is fully accredited by the National Council for Accreditation of Teacher Education. (NCATE); however, individual certification programs are not subject to SPA review.

The content department chairs have direct authority over content courses and the operational logistics of the programs' Baccalaureate degrees required for admission into the MAE. The Chair of the Department of Education is responsible for immediate and long term operations of the professional Education unit and reports directly to the dean of the school of Health Science and Education. All staffing and resource requests within the Department of Education originate at the unit level and are determined through collaborative departmental review between the chair and the faculty, and these requests are then communicated to the Office of the Dean. Allocation of the yearly operations budget is under the authority of the department chair and expenditures left to the chair's, and subsequently the unit's discretion. Staffing plans are handled in a similar manner to the operations budget--yearly staffing is approved by the Provost's office prior to the beginning of the fiscal year, but how these staff and faculty are utilized is left to the authority of the unit. This freedom to allocate resources at the unit level affords the Department of Education the autonomy to be flexible to meet the long term needs of each program and fast acting enough to address the most immediate concerns. As resources diminish, this autonomy to make decisions related to the allocation of resources becomes increasingly important.

The faculty of the unit is comprised of Education faculty whose contract appointments are housed within the Department of Education, as well as one content specialist for each secondary program who holds a full-time appointment in his or her respective department. This faculty position maintains full voting rights within the Department of Education. This system allows for a seamless collaboration between the Department of Education and the academic departments across campus.

Requirements for the degree

Students admitted to the each MAE program must complete the following requirements to earn the degree:

- a. Maintain a minimum graduate GPA of 3.0
- b. Earn a minimum of 35 hours
- c. Pass the Praxis test in their program with a score at or above the median
- d. Successfully complete the internship
- e. Successfully complete a major reflective case study, a publishable research project, a thesis, or another approved research project
- f. Successfully complete the online portfolio
- g. Successfully complete all requirements necessary to receive a Missouri teaching certificate in a university-approved certification area.

Impact on K-12 Student Achievement

As outlined in the conceptual framework, “The current emphasis on grade level and subject area standards, with accountability through state and federal testing programs, must be reflected in teacher education programs in order to prepare candidates to work successfully in schools and school districts” (19). Candidates are expected to reflect a thorough understanding of the relationship of content and content-specific pedagogy through the completion of the online certification portfolio as well as being evidenced through classroom observation. While Pedagogical Content Knowledge is infused throughout the unit’s assessment system, it can perhaps be most clearly identified in the following MoSTEP Standards:

- 1.2.1—“The preservice teachers understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.”
- 1.2.5—“The preservice teacher uses a variety of instructional strategies to encourage students’ development of critical thinking, problem solving, and performance skills.”
- 1.2.11—“The preservice teacher understands theories and applications of technology in educational settings and has adequate technological skills to create meaningful learning opportunities for all students.”

The internship data related to these standards indicates that students are effectively applying pedagogical content knowledge to positively impact student learning in the classroom during the internship experience.

[Survey data from principals and recent graduates](#) focus on three areas closely related to the pedagogical content knowledge standards addressed above.

- P2. “Understanding how students learn and develop.”
- P3. “Understanding how students differ in their approaches to learning.”
- P4. “Designing lessons that address differentiated learning.”
- P5 “Delivering lessons that are developed for differentiated learning.”

While candidates are still performing highly, the data suggest this to be an area of focus for the unit.

All programs place an emphasis on developing teachers that use their professional knowledge to positively impact student learning. Student learning is key to the unit's philosophy in developing self-reflective practitioners who not only have a thorough understanding of best practice, but are flexible enough to adapt these practices to meet the needs of all students as well as their own skills as an educator. As outlined in the conceptual framework, "We believe that ideal educational practice is reflective practice

that rests on the assumption that curriculum, as well as understanding, is always in the process of developing" (11).

Two key Professional Knowledge standards are embedded within the Online Certification Portfolio:

1.2.9--"The pre-service teacher is a reflective practitioner who applies the ethical practices of the profession and continually assesses the effects of his/her choices and actions on others. The reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for students."

1.2.10--"The pre-service teacher fosters relationships with school colleagues, parents, and educational partners in the larger community to support learning and well-being."

These standards, along with the other MoSTEP quality indicators are evaluated a minimum of twice on the Internship Evaluation Form and are required self-reflective components to be addressed in the Online Certification Portfolio. Within the certification portfolio, for each indicator, a candidate must provide an artifact and

- 1) describe the artifact succinctly
- 2) explain where the artifact came from and how it demonstrates the competency
- 3) analyze the effect the use of the artifact had on students or how the artifact reflects student understanding
- 4) reflect on the connections both personal and professional, between the analysis and practice.

Within the portfolio candidates must also develop a research based project (action research, case study, or publishable paper). These action research projects arise, ideally, from the candidate's observations, experiences and reflections in the content of his or her own classroom. The candidate must formulate a meaningful question rooted in the internship experience and design a research project to answer that question. These projects, which are all pre-approved by the Institutional Research Board of Truman State University and the P-12 school administration, typically involve pre-/post-testing and are designed to illustrate a candidate's impact on student learning. The candidate either develops a unit of instruction to test his or her hypothesis about teaching and learning or conducts a more focused, limited intervention in the classroom for the same purpose. The student carefully and professionally collects a variety of data and analyzes them to measure the effect that the intervention has had on student learning. MAE candidates then reflect critically on their research and results, with the objective of improving the design and delivery of instruction. The research question, theoretical support, discussion of the methods, results and reflections become a part of the candidate's online certification portfolio. In the case of a targeted intervention that does not have the form of a unit of instruction, the candidate writes a case study and defends it before a committee of three faculty members. In all cases, the research calls for synthesis and evaluation on the part of the candidate. Candidates are then strongly encouraged to formally share their research findings with the district in which he or she completed the internship. This collegial sharing of research strengthens the unit's professional

relationships with cooperating districts and provides a value added component to the internship that directly and positively impacts student learning.

How certification program and course outcomes, field experiences, and student evaluations are aligned to the professional knowledge base upon which the unit's goals and beliefs are constructed

All MAE candidates in each program must possess broad knowledge of the world, which informs their personal and professional deportment, mastery on content knowledge and specific professional knowledge and skills.

Broad knowledge of the world is insured in the MAE by requiring each candidate to complete a rigorous and demanding program of study in the liberal arts and sciences which requires candidates to demonstrate their knowledge through inquiry (coursework--the intent behind Truman State University's modes of inquiry curricular requirement), critical analysis (institutional assessments), and synthesis of the program content (Truman State University's liberal arts mission). The majority of MAE candidates earn their Baccalaureate degree at Truman State. These pre-candidates complete the normal Liberal Studies Program which is rigorous and demanding and requires students to acquire and refine knowledge and skills in listening, reading, writing, speaking, and higher order thinking skills that require candidates to make connections across disciplines while requiring them to complete a variety of courses in different disciplines and modes of inquiry. Students admitted into the MAE who did not complete their undergraduate degree at Truman must demonstrate that they have earned a comparable degree from an accredited institution.

In order to complete the MAE degree, candidates must pass the PRAXIS II exam with a [median score](#). Candidates must also demonstrate an understanding of content knowledge and its relationship to pedagogy within the online portfolio, most specifically 1.2.1--"The pre-service teacher understands the central concepts, tools of inquiry and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter clear."

Teacher candidates in all programs possess a thorough understanding of pedagogical content knowledge as stipulated in the professional, state and institutional standards for teacher preparation. The MAE immerses students in acquiring principles of learning, human development (including physical, intellectual, moral, emotional, and social development), motivation, and other aspects of educational psychology that apply to teaching and learning. Candidates also learn principles of measurement and evaluation of student progress related to the pedagogical process. With a focus on student diversity, MAE candidates also learn appropriate practitioner strategies and relevant student learning strategies, as well as appropriate issues of technology. Finally, the program internships provide candidates with extensive experience in all facets of the practitioner role.

Certification Program Requirements

Description of admission process requirements

Pre-teacher candidates must apply to their specific MAE program a minimum of one month prior to their expected date of undergraduate graduation. Prior to admission, the pre-candidate should meet with the unit's Certification Specialist and a faculty member in the individual program to ensure clarity regarding requirements for applications. Pre-candidates then complete the application materials provided by the Office of Graduate Studies.

Once the Graduate office has the completed files, they will be sent directly to the coordinator of the individual program. Only applications of candidates eligible for admission will be sent from the Graduate office. The Graduate office will also provide the names of all eligible candidates to the Certification Officer or designee, who will calculate the certification GPA for each candidate (except those applying to elementary or special education) and forward it to the Specialty area in a timely manner.

The Chair of the Secondary Content Departments and the respective Secondary Content coordinator will make a timely recommendation regarding admission for each applicant directly to the Department of Education Chair. (Non-Secondary coordinators report their decision directly to the Education Chair.) Any student who is denied at this point will be notified of that decision by the program Coordinator and given information about the appeals procedure (the program may choose to recommend the student be denied but encouraged to reapply).

If a student chooses to appeal the decision, notification of the appeal must be made in writing to the Department of Education Chair. The MAE Admissions Committee will then meet and make an independent recommendation regarding the admission of the student. The Committee's recommendation will be forwarded directly to the Department of Education Chair and the Graduate Dean.

The role of the Department of Education Chair is to ensure that program area requirements have been met. If the requirements have been met, the Department of Education Chair will forward the recommendations to the Graduate Dean. If the requirements were not met, the Department of Education Chair will discuss the candidate with the program coordinator, including the Chair of the academic department (when appropriate), and/or the Graduate Dean as needed.

The Dean of the Graduate School will make the final determination regarding admission and send letters informing students of the decisions.

If a student is placed into the "deny but encourage to reapply" category, the department must clearly stipulate the conditions that would allow the student to be admitted. When a student has met those conditions to the satisfaction of the program, the coordinator will forward a new recommendation together with supporting documentation to the Department of Education Chair. The Chair will then forward the recommendation with a note of agreement or disagreement to the Graduate Dean. If the Dean concurs that the conditions have been met, the student will be admitted immediately without waiting for the next admissions round.

Core Admission Requirements: Applicable to All Program

Minimal requirements for admission:

1. A strong liberal arts and sciences baccalaureate degree with at least a 2.75 cumulative GPA (3.0 GPA preferred)
2. For secondary candidates, a minimum 2.5 certification GPA in the target certification area and a major (or the equivalent) in the certification area
3. GRE scores submitted to the Graduate Office, MC 203
4. Three letters of recommendations submitted to the Graduate Office
5. Application forms along with a personal statement submitted to the Graduate Office.
6. Additional requirements as specified in the individual program reports.

Description of required courses

All MAE programs are comprised of a combination of professional education and content coursework. While completing an undergraduate baccalaureate degree pre-candidates complete three sequential undergraduate Education courses while also completing initial field experience work. The first required undergraduate course is ED389: Foundations of Education. In this course pre-candidates study historical, philosophical, and social foundations of Education. In addition, either prior or concurrently with ED389, pre-candidates must complete 55 hours of observation time in four different classroom settings: Elementary, Middle, High School, and Special Education. These observation hours do not require a teaching component; however, this varies based on the placement and the mentoring teacher. The unit's expectation is to provide a self-reflective opportunity for candidates to experience a variety of teaching contexts before making a formal application to a particular certification area. To this end, the program encourages pre-candidates to complete these observation requirements as early into their undergraduate studies as possible.

Upon successful completion of ED389 candidates are required to take ED393: Clinical Experiences in Teaching. In this course, pre-candidates are required to spend 45 hours in one specific classroom and to teach two structured lessons. The pre-candidates are evaluated by their mentor teacher and faculty supervisor as a pre-admission evaluation focusing on early pedagogical content knowledge and professional disposition.

Following ED393, pre-candidates enroll in ED593: Psychological Foundations of Education where they are exposed to a wide range of learning and motivation theories that build upon the previous clinical experiences. During this course pre-candidates are

able to explore more in-depth theoretical approaches to teaching and learning from the perspectives of the classroom teacher and their own recent experiences working with students in their content area.

In addition to the content specific curriculum for each program (reference individual program report data and [program advising guides](#) for more detail on content coursework), candidates are required to complete the following Graduate Education coursework:

ED601G: Measurement and Evaluation: General principals of measurement and the evaluation of student achievement and teacher/program effectiveness. The major themes of the course are assessment, validity, reliability and utility. Emphasis is on construction and analysis of classroom measures and interpretation of standardized measurement results, as well as the proper use of measurement for sound reflective decision making as outlined in the Conceptual Framework.

ED 603G: Learning Strategies for Print Discourse: This course examines theories of comprehension and retention and the application of strategies to be used with comprehension of expository and artistic prose writing.

ED 605G: Psychology of Exceptional Children: An examination of the educator's rights and responsibilities in educating students with gifted and handicapped conditions; current philosophy and terminology in gifted and special education programs; and the programming implications of students from culturally diverse backgrounds.

Description of advisement process

As an institution, Truman views academic advising as an important aspect of student learning and development. All entering students are assigned fulltime professional academic advisors in the *Residential College Program (RCP)*. The academic advisors' offices are found within the students' own residence halls. Through individual and small group meetings, the RCP advisors help students develop an educational plan consistent with students academic and life goals.

Students work with their RCP advisor during their first year at Truman. In most majors, faculty members are informal mentors to first-year students meeting through contacts inside and outside the classroom. Pre-MAE students, during or immediately following the first year, are assigned an undergraduate content faculty advisor as well as being formally advised by the Certification Specialist within the Department of Education.

The faculty advisors in the major engage students in conversations about major and Liberal Studies Program (LSP) requirements, internships, graduate school planning, and undergraduate research opportunities. Faculty advisors accept responsibility for general oversight of the students' progress in the undergraduate degree program.

Ultimately, the larger goal of effective advising will empower students by helping them develop skills in planning, decision-making, and self-understanding. Ideally, academic advising fosters the liberal arts values of autonomy, responsibility, and growth as life-long learners.

The Department of Education's Certification Specialist serves as a secondary advisor, initially meets with undergraduate pre-candidates early in their program of study and creates a *plan of study* throughout both the individual undergraduate major and continuing to completion of the MAE and initial certification. The advising from the Department of Education is in place to assure that pre-candidates are not only clear regarding baccalaureate and graduate degree requirements, but also to make sure that program certification requirements are being met.

Program completion

Candidates for graduation/certification are asked to submit a content specific [Graduate Worksheet](#) one semester prior to graduation. These are submitted to the certification analyst who confirms the course worksheets and checks all other requirements such as Praxis test scores. The advisor signs the forms and then the Department Chair of Education reads and approves before submitting them to the Graduate Office. During the final semester, candidates must submit an approved research and portfolio. These are reviewed by committees (when appropriate) or faculty supervisors and then approved by the Department Chair of Education. Approval sheets are sent to the Graduate Dean.

Because candidates in all MAE Programs receive an undergraduate content degree, they are well-versed in their individual certification content. The General Education requirements are met in the undergraduate phase of the program. The majority of the Professional Competencies are met in the graduate phase of the program in the professional courses taken during the graduate year (e.g., ED 601, ED 603, etc.). The Subject Specific Competencies are met in a combination of the undergraduate (undergraduate major requirements) and graduate coursework (advanced content courses). Reference the individual program report data for details regarding individual certification requirements.

Description of Field Experiences

The Field Experience Office works closely with the faculty and school partners to facilitate collaboration in planning and executing field experiences and clinical practices for MAE candidates. The Director of Field Experiences is the primary liaison between the individual programs and school partners. The primary school district partners locally include: Kirksville R-III School District, Adair Co. R-II School District, Adair Co. R-I School District, LaPlata R-II School District, and Schuyler Co. R-I School District. While a variety of approved sites are available for internship placement around the state,

specific partnerships have been established in order to provide students with unique experiences. These partnerships include: Kansas City Urban Residential Program with the Kansas City 33 School District, DoDDS (Department of Defense Dependent Schools), the Kirksville R-III School district (in special education) and the Clayton Connection Partnership with the Clayton School District. The Kansas City partnership was effective at preparing candidates to work in an urban environment; however, due to administrative restructuring of the district, the partnership was discontinued in 2008. The unit has recently begun the process of identifying St. Louis area districts in which to begin a similar partnership.

Truman State University has continued to benefit from an active, reciprocal partnership with public school faculty and administrators. Most of the input from public school partners related to field and clinical experiences comes from the workshops with the cooperating teachers and the meetings with the principals that occur each semester. At the time of the mid-term evaluation of student teaching and also at the time of the final conference on student teaching, additional input is solicited and received to ensure that immediate efforts are made to address recommendations from school partners.

Throughout the gateway system all candidates meet specific requirements for admission into each subsequent field experience. In early field experiences, candidates complete 55 hours in elementary, middle school, high school, and special education classrooms while still completing undergraduate coursework. This provides pre-candidates an early opportunity not only to observe in classrooms, but to interact with professional educators, school personnel, students and families. This becomes the initial point of fostering professional self-reflection as outlined in the unit's Conceptual Framework. These hours as well as self reflective journals must be completed prior to a candidate being eligible to move into the first active clinical teaching experience in ED393.

Candidates are not only required to be self-reflective about their own practice and through the online certification portfolio provide evidence related to student learning aligned with state certification standards, but are also evaluated by building faculty and university supervisors. The assessments are scaffolded to emphasize core expectations at each level. The 55 hours of pre-clinical observation is designed as a self-reflective disposition analysis; the assessment for ED393 targets dispositional factors again, but are reported by mentor teachers; the three required evaluations for the internship focus on effective teaching and impact on student learning; and the final certification portfolio turns back once again to self-reflection in which candidates reflect on their practice in the classroom and impact on student learning. These multiple field experience assessment measures provide the unit and the candidate a broad range of feedback not only as an evaluative measure of candidate performance, but to inform the candidate on areas of focus that can be used to individualize clinical experiences.

All programs include a capstone 16 week Internship/Student Teaching or a full year teacher of record placement. One unique feature of this experience is that virtually all students completing MAE Internships are supervised by full-time University faculty,

many of whom are responsible for teaching MAE methods coursework. Because we are a relatively small unit and because faculty play a large role in supervising interns in the field, those same faculty often are directly involved in working with school districts and building level administrators to appropriately place candidates. This connection between methods coursework and internship supervision facilitates a powerful congruence between university coursework and candidates' work in the field. MAE faculty, via their direct involvement in field experiences, partnerships and internship supervision, remain connected with current challenges regarding teaching and learning in schools. The school based connections and experiences provide a means for keeping faculty directly involved in K-12 classrooms.

Candidates from all programs are also eligible to apply for a full-year student teaching internship through our partnership agreement with the Clayton School District in St. Louis. The *Clayton Connection* is one of the Master of Arts in Education's longest running partnerships, dating back to 2002. Teacher candidates apply to the program early in the Spring term prior to beginning the internship. Candidates are then interviewed at the university level by Education faculty to determine a candidate's overall ability to assume primary responsibility of a classroom, self motivation, reliability, and professionalism. Once a candidate is approved by the Department of Education, application materials are forwarded to the Clayton School District for a district building review. This review is conducted by faculty and administrators and includes a second (and sometimes third) interview before final selections are made. The Clayton School District then selects three or four candidates mixed between elementary and secondary classrooms based on district needs and placement opportunities. As is consistent with all intern placements, whether semester or year long, Clayton Connection partnership candidates are expected to attend all teacher meetings, including orientations prior to the beginning of the school year, assume the duties of a classroom teacher under the guidance of an experienced mentor, and complete an online certification portfolio. However, there are a couple of key differences:

1. Clayton Connection interns are expected to be teacher leaders, and to meet this requirement conduct a value added project to impact student learning within the district. Often this value-added component becomes a part of the required research project of the online certification portfolio which Clayton Connection interns must defend to a Graduate Committee as a formal thesis and present their findings at Truman State University's annual Student Research Conference.

- 2) In order to maintain the rigor and focus of this value added piece, Clayton Connection interns are supervised by both the university coordinator of the partnership as well as a content supervisor (in the case of secondary interns). This supervisor includes both classroom observations and additional meetings outside of the school day and throughout the semester.

Throughout the clinical practice MAE interns receive support from the supervisor, working in collaboration with the mentor teacher and the administrative team. All MAE candidates receive direct support during their internship via on-site visits by their

university supervisors. Interns are visited a minimum of three times during the course of their internship experience; additional on-site supervision is provided as needed. The three site visits are most commonly structured around an initial orientation meeting with the professional development team followed by a formative and then summative evaluation. For long distance interns in St. Louis and similar distances, faculty have the option to reduce the three visit cycle with a two visit cycle (formative/summative) with the expectation that an early orientation conference with the professional development team occur virtually--email, skype, etc.

As outlined in the [*MAE Internship Handbook*](#), the faculty supervisor's responsibilities are designed to reinforce, support and supplement the work of the mentor teacher and the principal. These responsibilities begin even before the internship starts, when the supervisor makes initial contact with the mentor and exchanges contact information. This meeting is the essential first step in establishing an open, collegial and productive working relationship. After that, the handbook outlines the supervisor's tasks on a month-to-month timeline that includes tasks related to curriculum, classroom performance (including self assessment) and the action research project. The handbook contains a variety of forms for the supervisor's use in reporting observations and assisting the intern with reflection, self evaluation, problem solving and the development of professional dispositions.

The intern is further supported during the clinical practice by faculty and peers in ED607: Applied Educational Psychology. This course meets on six Saturdays during the clinical practice semester or may be taken on line. In the class, interns examine learning, attitudes, motivation and human relations as they are applicable to teaching. They give and receive peer support during their discussions of their own classroom experiences. Candidates also have the option of taking ED632, which is an online section of ED607 designed for our distant candidates. Those students who complete the internship abroad through the Department of Defense Dependents School (DoDDs) program are also supported by faculty and peers during the clinical practice. Candidates in Department of Defense schools in other countries participate in the ED632 on line course and are also visited monthly by Truman faculty.

Student learning is, of course, the primary concern of MAE interns during clinical practice. As addressed earlier, each intern designs and carries out an action research investigation in the classroom, in consultation with the mentor teacher and the university supervisor. The participation of these experienced professionals is important in assuring that the candidate's project will be based on best practices in the field and will promote learning for all students involved.

The unit and the Field Experience Office (FEO) continue to explore ways of improving the quality of field experiences offered to candidates and to provide greater opportunities for candidate effectiveness and student learning. To this end the unit spent time during faculty meetings and departmental retreats reviewing data related to the student teaching internship. Because different programs used differing measures to evaluate candidate performance, and because the collection measures were not routinely

standardized across programs, analysis of data to provide credible and useful information were lacking. To address this problem, the unit reviewed the assessment requirements for the student teaching internship and revised the summative and formative evaluation form. In order to provide consistency with the newly developing Missouri Standards for Professional Educators (MoSPE), the performance level continuum of the Internship Evaluation Form is aligned with the performance continuum of the Missouri Standards for Professional Educators. The developmental performance indicators are modeled on the MoSPE continuum so that the unit's evaluation system for field experiences will be aligned with the state performance expectations for Missouri teachers. Once the performance indicators for the MoSPE standards are finalized, the unit will incorporate the MAE Field Experience Rubric into the state's MoSPE rubric in order to provide candidates an evaluation measure that begins with performance expectations at the pre-clinical stage of undergraduate coursework and continues through the full continuum of state defined expectations for practicing teachers, culminating at the expectation for a post-tenure master teacher. The unit hopes as it moves to a more clinical based model of teacher preparation to be able to document a seamless transition from teacher preparation into practice along the state adopted continuum for professional educators.

In order to provide a more consistent preparation regarding professional expectations during the internship, the unit instituted a policy, beginning in Fall 2010, that all internship candidates be reviewed through a Performance Based Teacher Evaluation process. The unit recommends that districts employ their own PBTE process, and the documentation from that professional review becomes part of a candidate's academic file. This year (2010-11) the unit tested the logistics of the requirement and will address two issues in Fall 2011:

- 1) In what ways can the unit assist principals in conducting the evaluations? Most administrators found it difficult to formally evaluate interns—many reporting that they barely had time to conduct evaluations of their regular faculty. As a result, mentor teachers and/or faculty supervisors conducted most of the PBTE process. If the purpose is to provide a more authentic professional review, the unit needs to find ways to get administrators involved. One suggestion has been to partner with advanced programs in Education Administration in order to have advanced candidates in those programs complete teacher evaluations as part of a larger practicum experience.
- 2) How will these evaluations be standardized as a common unit assessment? Currently, no data is collected because the process, by design, takes different forms depending on district and/or building policy. The unit collects data from mentor teachers and field supervisors, so the programs are investigating whether there is an assessment instrument that should be subject to quantitative data analysis or if there is a qualitative measure that can be used to track candidate performance.

The unit has also recently purchased a field component database (STEP) that will provide the Field Experience Office (FEO) a more integrated database for tracking

candidate placements, district demographics, and building mentor teacher performance. This system was first installed in the Summer of 2011, and report forms and inputs are still in the process of being customized. However, as the unit discusses this customization of database components, candidates raised questions about evaluation of mentor teachers. The unit recognizes that tracking data related to district, building, and mentor performance was inconsistently collected, so the FEO has developed an [evaluation instrument](#) that will solicit intern evaluations of their placements and mentor teachers. These data will be collected through the 2011-2012 academic year for initial review in Fall 2012. The unit did collect candidate feedback in the past, and graduate data is solicited, but response rates were inconsistent, and data not systematically processed or reviewed. Because the unit is small, qualitative measures were used in reviewing and making placement decisions; however, the unit recognizes that the process needed to be formalized, and the new data system will allow the unit to better collect and review key data points related to the quality of field placements and mentoring.

Diverse Classrooms

All MAE programs are founded on three core principals of strength: a strong content knowledge base that requires teacher candidates to possess a content related baccalaureate degree, a deep preparation in pedagogical knowledge at the graduate level, and a variety of field experiences to provide candidates with opportunities to assimilate content, pedagogy and application in order to positively impact student learning. The unit believes that these three pillars provide candidates with a broad range of experiences to prepare them for working with diverse populations and meeting the needs of all students.

All teacher candidates are required to take ED605G/SED530: *Psychology of Exceptional Children* which is comprised of an examination of the educator's rights and responsibilities in educating students with gifted and handicapped conditions; current philosophy and terminology in gifted and special education programs; and the programming implications of students from culturally diverse backgrounds (reference the list of diversity proficiencies¹ related to this course). Candidates are also required to take ED603: *Learning Strategies for Print Discourse* in which assignments look at "diverse learners" as the "variety" (not diverseness just in cultured race/ethnicity but also in learning styles/preferences, literacy ability, language use, metacognition ability, prior knowledge and past experience differences, etc.) of the future students candidates will possibly have and how they can prepare now to "best" teach them. Candidates are encouraged to develop insights concerning the importance of learning/teaching styles and to explore classroom organizational patterns to promote literacy learning with various learning styles and levels of competency. In addition, candidates develop familiarity with reading and study strategies most applicable to their content area as well as to themselves and their students. These courses are unit-wide requirements; however, individual programs include components of academic and cultural diversity in order to address the required subject specific competencies as mandated by the Missouri Department of Elementary and Secondary Education.

All candidates must complete an on-line certification portfolio in order to graduate and within the portfolio include a required reflection and artifact that demonstrates that the candidate "understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners." Candidates are also evaluated on this standard a minimum of two times during the student teaching internship. The First Year Teacher Survey also asks Truman State University's first year teachers and their principals questions related to effective differentiated practice. The data supports that candidates and graduates appear effective at differentiating and working with diverse student populations; however, the unit notes that comparative scores in these areas appear lower than those from other standards. The unit is also collecting data related to how the broad range of diversity becomes infused in all aspects of the certification portfolio--which represents a candidate's practice in the classroom. To better understand the broader spectrum of how candidates are addressing issues of diversity, candidates self report which reflections target key issues of *Race or Ethnicity, Differentiation, and Limited English Proficiency*. The unit hopes to use these data to inform curricular change related to diversity.

The institution is committed to recruiting and maintaining a diverse faculty and while the Department of Education is small and admittedly lacking in racial diversity, the curriculum of individual programs require candidates to work closely with a variety of departments across campus and by doing so candidates have the opportunity to interact with a wide range of university faculty. The unit also recognizes that its candidate pool lacks a depth in racial diversity; however, the institution continues to make good faith efforts to recruit diverse applicants.

The unit provides program candidates opportunities to work with a variety of school districts in both rural and urban settings. Candidates complete early field experiences in the regional area populated by a large number of ELL students and a broad range of socio-economic status. Many of the ELL students in Adair county schools are not reflected in census data; however, according to the official 2000 census report, Adair county includes 5.1% of the population with "Language other than English spoken at home." This matches the statewide average of 5.1%. Yet, these districts are often quite small, so the unit continues to provide candidates the option to complete the student teaching internship across the state and are encouraged to use this wide base of opportunity to self-select into districts with demographics unfamiliar to their previous experiences. The unit is committed to providing these opportunities to candidates in order to offer a broad range of options for working with diverse student populations.

Description of Certification Program Assessment System

All programs are required to follow the unit's core assessment system which is aligned with the unit's conceptual framework as well as state standards related to pedagogical mastery and content knowledge. Each level of the new Gateway Assessment System is designed to provide consistent expectations related to assessing a candidate's mastery of key standards at five points throughout the unit.

Pre-Admission	Application	Pre-Internship	Internship	Graduation	After program completion
(Gateway #1) Pre-Admission ED393: Clinical Experiences Mentor Evaluation Form and Course Grade	(Gateway #2) Candidate Application: Undergraduate GPA and GRE Scores	(Gateway #3) ED608: Management of Instruction Course Grade & Faculty Recommendation	(Gateway #4) 1) Field Supervisor Formative, Summative and PBTE 2) Mentor Evaluation Form	(Gateway #5) Online Certification Portfolio (Including completed research project)	First Year Teacher Survey

Performance Benchmarks

Data Collection System

Time	Data Source	Submitted by	Submitted to
Gateway 1	55 hours pre-clinical field experience supporting documentation	Student reported	Filed Experience Office
Gateway 1	ED393 Field Evaluation Form	Supervising Classroom Teacher	Field Experience Office
Gateway 2	Undergraduate GPA	Transcript	Office of Graduate Studies
Gateway 2	GRE Scores	Testing Services/Application	Office of Graduate Studies
Gateway 4	Internship Formative/Summative Evaluation	University Supervisor	Field Experience Office
Gateway 4	Performance Based Teacher Evaluation (PBTE)	District Administrator	Filed Experience Office
Gateway 5	Mentor Evaluation Form	Internship Mentor Teacher	Field Experience Form
Gateway 5	Certification Portfolio	Candidate/Faculty Supervisor	Online database/Department Chair
Post Graduate	Missouri First Year Teachers Survey	First year teacher/Principal	Missouri Department of Elementary and Secondary Education

Gateway #1: Preadmission (undergraduate)

Data are collected at the end of each semester from multiple sources in order to assess a pre-candidate's dispositions prior to applying for entry into any MAE program. Pre-candidates must complete no less than 55 hours of field experience observations as well as formal clinical placements as part of the required ED393: Clinical Experiences in

Teaching. A student record of preclinical hours, signed by a school representative is submitted to the Field Experience Office and kept in the students advising file. The Evaluation Form for the Field Component for ED393 form completed by the supervising teacher is also submitted to the Field Experience Office at the completion of the course. The data from this evaluation form becomes part of the candidate's advising file and is compiled for unit review by the Field Experience Office.

At the pre-admission gateway, pre-MAE candidates are required to complete two undergraduate level courses in education--ED389: Foundations of Education and ED393: Clinical Experiences in Teaching including an initial field teaching placement. From this placement pre-MAE candidates must secure a letter of recommendation from a supervisor who has observed the candidate in the classroom (under certain circumstances the unit will allow letters of reference to come from other teaching experiences). Undergraduate course grades, intern evaluation forms, and recommendation letters are reviewed by the individual program admission committees when considering a student application in the MAE. Because our pool of candidates has been traditionally strong, and course grades and field recommendations are typically positive, the systematic review of pre-admission data as it relates to curricular change has not been comprehensive. Beginning in the Fall of 2010, the University President requested a curricular reevaluation of the MAE. The Department Chair organized the Department of Education Data Analysis Committee (comprised of the core Education faculty) to set an agenda and begin to review data across the key gateways, but most specifically at the pre-admission point in order to evaluate three key components:

1. the value of the required 45 hours of pre-clinical classroom observation,
2. the outcomes of the two undergraduate courses—ED389 & ED393,
3. and the expectations and assessments of the undergraduate & graduate field experiences.

Gateway #2: Application

The core admission requirements provide the key entry point admission data for all programs. Reference the individual program report data for details regarding program admissions.

Gateway #3: Pre-Internship

Pre-internship assessments are conducted through program requirements embedded within XXX608: Management of Instruction which are under the purview of individual content departments. XXX608 are aligned with the Missouri Department of Elementary and Secondary Education's (DESE) Quality Indicators and Subject Specific Competencies. All candidates must meet the minimum requirements for this course before being eligible to proceed to the Internship.

All candidates must successfully complete a content specific XXX608: Management of Instruction course which serves as a summative evaluation of a candidate's overall readiness to accept the responsibility of the internship.

Gateway #4: Internship

All program data is collected by the Field Experience Office. The university field supervisor submits a Formative Evaluation form (mid point of the internship) and a Summative Evaluation form (end point of the internship). A Performance Based Teacher Evaluation form is also submitted to the Field Experience Office—the unit encourages building administration to complete the PBTE whenever possible. At the completion of the internship, the Field Experience Office also collects an Intern Evaluation form completed by the mentor teacher. Teacher candidates cannot complete Gateway #4 until these forms are on file.

In the last two years the unit has made efforts to be more intentional in the way it collects and analyzes data related to candidate performance during the internship. In previous years, key assessment decisions were made at the program level, and while the Field Experience Office collected data related to these assessment tools, it was difficult to compile aggregate data that would inform unit-wide standards and expectations. In order to provide more useful and credible data, the unit implemented a unit-wide observation form in 2009. All supervisors are required to complete the evaluation form no fewer than twice during the course of a candidate's internship. These forms are collected by the Field Experience Office within 30 days of an observation, and all forms must be on file before a candidate can complete the internship. Data from these assessments are reviewed at bi-annual faculty retreats.

Mentor teachers are asked to complete an Intern Evaluation form that is likewise submitted to the Field Experience Office. These data are available for faculty review but until recently have not been closely correlated with the faculty supervisors' evaluations. The causes for this previous lack of alignment are threefold:

1. Many mentor teachers worked closely with supervisors to complete the faculty evaluations,
2. Often mentor teachers complete their own copy of the faculty evaluation and submitted it directly to the faculty supervisor for review,
3. Because of the previous lack of consistent evaluative instruments, while effective at meeting individual programmatic needs, it was difficult to maintain unit-wide consistency.

Mentor Intern Evaluation forms are collected by the Field Experience Office after completion of the internship and historically have not been used as a gateway summative assessment of the candidate. Successful completion of the internship is a joint pass/fail decision between the university supervisor and the school's professional development team made up of the mentor teacher(s) and building administrator(s). Data from the mentor evaluation is compiled by the Field Experience Office and used as a consistency check with the supervisor's evaluation. However, with unit-wide assessment measures

now in place, the mentor teacher evaluation will play a much more important role in the unit's assessment process.

Gateway #6: Graduation

All teacher candidates from every program must successfully complete the on-line certification portfolio before they can graduate from the program. During the Fall 2009 Department Retreat, the faculty discussed the problematic nature of the CD based portfolio system that did not provide a clear mechanism for data collection nor did it provide the level of transparency necessary to address issues of consistency across certification programs. As a result of that departmental review, the unit redesigned the portfolio as an online based system that allows easy portfolio accessibility across the unit. For each reflection, candidate's must identify areas the unit has determined as key reference points: *Race or Ethnicity, Socio-Economic Status, Use of Technology, Differentiation, Impact on K-12 Learning, Limited English Proficiency, and Special Needs*. These self-reported data are compiled automatically by the system and presented at each faculty retreat. However, because the portfolio data are housed automatically within the portfolio database system, faculty can generate reports whenever needed for programmatic review.

The Online Certification Portfolio with an embedded research project remains the capstone project for completing the program. All candidates must successfully complete all sections of the portfolio as well as meeting Truman State University's minimum expectations for graduate level research--all research projects must be submitted with an approved 'Report of the Examining Committee' form signed by the faculty supervisor and in appropriate circumstances, the signatures of a full examining committee.

Quantifiable data from the Online Certification Portfolio is admittedly limited because of its nature as a pass/fail assessment--in short, the unit does not scale this assessment. It is the unit's intention to offer candidates the professional flexibility of reflecting on both the effective and ineffective methods of their practice without the sometimes limiting quality that quantifying measures can have. However, as a unit-wide assessment to facilitate change, the Online Certification Portfolio provides valuable qualitative data related to the ways teacher candidates engage in self-reflective practice outlined in the Conceptual Framework.

Since the portfolio is a qualitative assessment, the unit needed a practical way to disseminate the content among the faculty. The new online system allows all Education faculty to review all portfolios by simply logging into the database. This new system, which became the unit-wide standard in the Fall of 2010, offers a transparency that was lacking in the CD based model. Currently the portfolio is assessed by the faculty supervisor and the Department Chair; however, the system is designed to provide a double blind reading of all portfolios and the unit will establish a process for such evaluation during the Spring of 2011 and pilot the double-blind assessment during the Fall 2011 term.

Data/Assessments not collected at a specific Gateway:

PRAXIS scores are provided by Educational Testing Services and program scores are distributed to each of the program coordinators as soon as they are received by the

Office of Certification. Aggregated PRAXIS data are also presented at department meetings (when available) and annually reviewed at the Fall Faculty Retreat. Reference the individual program report data for Praxis scores.

Post graduate data has been a point of concern for the unit as collection and dissemination of graduate follow-up data has been inconsistent. A number of data collection measures have been used including a graduate survey included with a candidate's graduation materials. Because of the inconsistent nature of the collection methods, the unit has not regularly analyzed this data. DESE in conjunction with the Office of Social and Economic Data Analysis provide the unit institution-specific [First Year Teacher Survey data](#) (compiled responses from principals and first year teachers), and those data are reviewed once a year at the annual Fall retreat.

Goals:

Each institution of higher education (IHE) that conducts a traditional teacher preparation program (including programs that offer any ongoing professional development programs) or alternative routes to state certification or licensure program, and that enrolls students receiving Federal assistance under this Act, shall set annual quantifiable goals for increasing the number of prospective teachers trained in teacher shortage areas designated by the Secretary or by the state educational agency, including mathematics, science, special education, and instruction of limited English proficient students.

Mathematics:

Academic Year 2010-11

Goal: 5 teacher candidates

Goal Met: Yes

Description of strategies used to achieve goal: MASSE (Mathematics Students for Secondary education) organizes trips to conferences (at least 2 per year), volunteers for Math Nights in the public schools, and brings MAE-Math graduates to campus as guest speakers.

Description of steps to improve performance in meeting goal or lessons learned in meeting goal: While we are exclusively a Graduate program, we maintain a strong presence in Undergraduate recruitment—special sessions during on-campus recruitment fairs as well as faculty taking an active role in the undergraduate advisement process within our secondary content field.

Science:

Academic Year 2010-11

Goal: 8 teacher candidates

Goal Met: Yes

MoSTEP 1.2.1.1: Selected SPED Cross-Categorical Education Competencies. For All General Education Majors / Differentiated Instruction: Approved by MSBE – August 2008

The beginning (preservice) general education teacher will demonstrate knowledge of and/or competency in the following Common Core and Cross-Categorical Education areas of study. These competencies can be accessed through the following link:

[Selected SPED Cross-Categorical Education Comptencies](#)

ED393: Clinical Experiences in Education

By the end of this course candidates must demonstrate proficiency in the following:

- Demonstrate an elementary knowledge of present theories of teaching/learning process in a diverse society and gain an appreciation for the diversity of children in the classroom; (MoSTEP 1.2.1; 1.2.3)
- Learn how and why children are categorized in the classroom; (MoSTEP 1.2.2; 1.2.3; 1.2.6)
- Demonstrate their ability to analyze the classroom from the perspective of teachers, students, subject matter/content, and context; (MoSTEP 1.2.1; 1.2.2; 1.2.3; 1.2.4; 1.2.5; 1.2.6; 1.2.7; 1.2.8; 1.2.9; 1.2.10; 3.1-3.5)
- Work with other education students and teachers to discover the "components" of children's learning; (MoSTEP 1.2.2; 1.2.3; 1.2.5; 1.2.6.; 1.2.7; 1.2.8; 3.1-3.5)
- Learn how management of the classroom and management of the curriculum are linked to empowerment of children; (MoSTEP 1.2.1; 1.2.2; 1.2.3; 1.2.5; 1.2.6; 1.2.7; 1.2.8; 3.1-3.5)
- Observe and apply the functions and characteristics of the various models of teaching; (MoSTEP 1.2.3; 1.2.5; 3.1-3.5)
- Question and apply the functions and characteristics of the various models of teaching; (MoSTEP 1.2.3, 1.2.5, 3.1-3.5)
- Demonstrate insights gained from the readings by applying them to class discussions and observation reports; (MoSTEP 1.2.9; 3.2)
- Demonstrate their ability to plan and implement curriculum via individual lessons, projects and possible units of study with clearly stated content and behavioral objectives, well developed activities, and strong media support in the microteaching clinical laboratory and in field experience situations; (MoSTEP 1.2.1; 1.2.2; 1.2.3; 1.2.4; 1.2.5; 1.2.6; 1.2.7; 1.2.8; 1.2.11; 3.1-3.5)
- Analyze their place in the education of society, in the profession of teaching, and in individual classrooms; (MoSTEP 1.2.9; 1.2.19)

**Essential Questions:

- 1) What are the various teaching models that can be implemented in the classroom to facilitate student learning?
- 2) What are the various classroom management theories that inform one's own classroom management philosophy?
- 3) How do we plan effective classroom lessons and units using the "Understanding by Design Model" so that student learning occurs? How do we know when student learning occurs?
- 4) What are the characteristics and qualities of "effective classrooms?"

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- 5) What are the critical components of student learning and how do we incorporate them into the classroom?

The ED393 course emphasizes how to differentiate instruction for all learners in the classroom when doing lesson planning through Understanding by Design. Several chapter discussions focus on the area of diversity from many angles (Learning abilities, styles, preferences, students with disabilities, gifted students, culture, ethnicity, race, language, gender, and social class).

ED 625(G): Human Relations in Education Course

By the end of this course candidates must demonstrate proficiency in the following:

- Demonstrate an understanding through description and analysis of the values, lifestyles, history and contributions of the groups that make up our society;
- Recognize and identify dehumanizing biases such as racism, sexism, prejudice, and discrimination;
- Identify one's own personal biases and prejudices, as well as the potential source of them;
- Explain the importance of cultural competence and translate this knowledge into attitude, skills, and techniques which will result in favorable learning experiences for students;
- Recognize the manner in which dehumanizing biases may be reflected in our behavior, instructional approaches, and assessment techniques;
- Develop and display greater sensitivity, respect, and empathy needed for human diversity and the rights of each person as an individual;
- Relate effectively with other individuals and social groups like and unlike our own;
- Demonstrate a global perspective including the sensitivity and empathy needed to work effectively with the various racial and cultural groups that appear in schools, analyze and describe the impact of this diversity in the classroom;
- Demonstrate a global perspective including the sensitivity and empathy needed to work effectively with the various diverse student groups that appear in the classroom.

****Essential Questions:**

- 1) What is the importance of being aware of my own personal biases and prejudices as an individual as I enter the classroom?
- 2) What is human diversity?
- 3) What is cultural competence?
- 4) What effect does diversity have on my classroom?
- 5) How can I transfer my knowledge of human relations into favorable learning experiences for my students?
- 6) How can I be an agent of change in the schools by developing a true "community of learners"?

ED605G: Psychology of Exceptional Children

This specific course, ED 605G/SED 530, is designed to foster knowledge, skills, and dispositions, which will allow pre-service teachers in education to become more efficacious in meeting the needs of exceptional individuals. Exceptional is associated with diversity and refers to both individual and group differences such as race, class, gender and special needs. This course prepares pre-service teachers to effectively teach individuals with exceptionalities. Candidates in teacher education learn the terminology associated with special education, in addition to developing an interactive curriculum that promotes tolerance in an inclusive environment, which emphasizes positive contributions made by all individuals who learn in a multifaceted classroom. Pre-service teachers must ultimately try to determine the cognitive and affective needs of the individual learner. Given that all students vary in their strengths and needs and in the ways in which they learn, instruction must be adapted to individual differences in order to be effective.

Professional Standards

The Council for Exceptional Children (CEC) Content Standards, specifically the *Knowledge and Skill Base for All Beginning Special Education Teachers of Students in Individualized General Curriculums* are aligned with course goals and student outcomes for ED 605G/SED 530. In addition to CEC professional standards, Truman State University aligns Missouri Standards for Teacher Education Preparation (MOSTEP) with course goals and student outcomes for ED 605G/SED 530.

Course Goals/Student Outcomes

A. Understand the principles, theories, laws, and policies that influence the field of special education. (CEC Standards CC1K1; MOSTEP Quality Indicators 1.2.1, 1.2.2, and 1.2.9)

- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.

B. Understand the similarities and differences in human development among individuals with exceptionalities. (CEC Standards CC2K5, CC2K6, & CC2K7; MOSTEP Quality Indicator 1.2.3)

- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.

C. Understand how individual instruction and learning styles differ among individuals with exceptionalities. (CEC Standards CC3K5; MOSTEP Quality Indicator 1.2.3)

- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.

D. Describe the various instructional strategies utilized in the classroom to meet the needs of individuals with exceptionalities in a diverse society. (CEC Standards CC4K3; MOSTEP Quality Indicator 1.2.5)

- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.

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- E. Understand the communication and social interactions between individuals with exceptionalities and non-disabled individuals to create a meaningful learning environment in an inclusive setting. (CEC Standards CC5K4, CC5K5, CC5K7, & CC6K3; MOSTEP Quality Indicator 1.2.7)
- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.
- F. Describe the multiple types of assessments used to make a variety of decisions concerning individuals with exceptionalities with regard to legal policies and ethical principles of measurement and assessment. (CEC Standards CC8K1, CC8K2, CC8K3, CC8K4, & CC8K5; MOSTEP Quality Indicator 1.2.8)
- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.
- G. Understand the importance of professional ethics and practice standards. (CEC Standards CC9K1, CC9K2, & CCK4; MOSTEP Quality Indicator 1.2.9)
- *Class Assessments Used to Measure Competency:* Simulation/video reflection, learning modules, critical analysis of an essay, academic controversy, and examinations.

Course Objectives

As a result of completing this course, each student will develop the following competencies:

- A. Define and describe exceptional children and children at-risk who are generically and categorically within our diverse society.
- B. Describe the basic service alternatives appropriate for the education of exceptional children in schools.
- C. Identify basic components of state and federal law related to the education of exceptional children.
- D. Identify members of the individual education program (IEP) and individual service family plan (IFSP) team and their roles in assessment, development, and the delivery of either plan.
- E. Define and describe the role of the regular teacher in screening, identification, and the delivery of educational services to exceptional children and children who are at-risk.
- F. Identify the basic components of the IEP and IFSP and the responsibility of the regular teacher to collaborate with the special education teacher and/or support staff throughout the inclusion process.
- G. Describe the concepts of mainstreaming, inclusion, and/or least restrictive environment and the role of the regular educator pertaining to collaboration.
- H. Describe the educational technologies and types of software beneficial for the education of exceptional children.
- I. Identify characteristics which culturally and linguistically diverse learners may bring to the regular classroom and techniques educators may use.

Knowledge Base

Students in ED 605G/SED 530 will demonstrate knowledge and skills in the following areas:

- A. Models, theories, historical foundations, classic studies, current issues, terminology, legislation, and philosophies that provide the basis for special education practice.
- B. Variations in beliefs, traditions, and values across cultures within society and the effect of the relationship among child, family, and schooling.
- C. Causes, definitions, prevalence rates, and identification procedures for individuals with exceptional learning needs including individuals from culturally and/or linguistically diverse backgrounds, those identified with autism, attention deficit hyperactivity disorder, communication disorders, deaf or hard of hearing, emotional and behavioral disabilities, learning disabilities, mental retardation, pervasive developmental disorders, physical disabilities, special gifts or talents, and visual impairments.
- D. Assurances and due process rights related to assessment, eligibility, and placement and the rights and responsibilities of parents, teachers, and other professionals as they relate to individual learning needs.
- E. Similarities, differences, common characteristics, and educational implications (cognitive, communication, physical, vocational/career, cultural, social, and emotional needs) of individuals with various exceptional learning needs.
- F. Effects of cultural and environmental background of the child and family including cultural and linguistic diversity, socioeconomic level, abuse/neglect, and substance abuse on effective instruction and learning.
- G. Effects of various medications on the educational, cognitive, physical, social, and emotional behavior of individuals with exceptionalities.
- H. Roles of each member of a multidisciplinary team and the typical procedures used for screening, pre-referral, referral, and classification and the influence of diversity on these processes.
- I. Prepare well designed lesson plans, which highlight differentiated instruction.
- J. Positive and negative effects of teacher attitude, behavior, and cultural bias on the behavior of individuals with exceptional learning needs.
- K. Strategies for preparing individuals to live harmoniously and productively in a multi-class, multiethnic, multicultural, and multinational world.
- L. Ethical practices for confidential communication to others about individuals with exceptional learning needs.
- M. Demonstrate proficiency in oral and written communication.
- N. Psychosocial aspects of human difference including the varying perceptions of professionals who interact with teachers and children, and the environmental and social barriers that hinder acceptance of individuals with exceptional learning needs.

O. Components of Individuals with Disabilities Education Act (IDEA), 1990, the Amendment to IDEA, 1997, and the reauthorization of IDEA in 2004, including new criteria for identifying learning disabilities and disciplining students with special needs.

P. Best practices and learning strategies utilized to educate individuals with exceptional learning needs.

ED603: Learning Strategies for Print Discourse

This is a required course for all Master of Arts in Education (MAE) candidates, and within this course all assignments look at "diverse learners" as the "variety" (not limiting diversity to culture/race/ethnicity but also in learning styles/preferences, literacy ability, language use, metacognitive ability/use, prior knowledge, past experience, etc.) of future students our candidates will possibly have and how they can prepare to "best" teach their future students. Candidates are encouraged to develop insights concerning the importance of learning/teaching styles and to explore classroom organizational patterns to promote literacy learning with various learning styles and levels of competency. Through a more narrow lens of diversity, ED603 provides two key assessments: 1) Programs Designed for Second Language (L2) Learning Discussion and 2) Cultural Diversity Presentation.

[Cultural Diversity Presentation](#)

[Cultural Diversity Project--Contribution Sheet](#)

[Cultural Diversity--Rubric](#)