

Annual Program Report

Program Information

SESSION
TIMEOUT 118:41

RCDT: 01001028P00

Name: Quincy University

Institution: QUINCY UNIVERSITY**Academic Year:** 2014 - 2015**Program:** Learning Behavior Specialist I (LBS I) (May 2008)**-- PROGRAM INFORMATION --**

- This program has no (0) enrollment.

Program Overall Structure

1 - Provide a link to the course of study for this program, and indicate where this particular information may be found. Please include required fieldwork hours, clinical experience hours and student teaching hours tied to specific coursework within the course of study. (5000 character max)

Quincy University's Academic Catalog for 2014-2015 is available online at: <http://www.quincy.edu/academics/academic-catalog> (click on 2014-15 PDF version) Specific pages for special education are: In that catalog, the following pages explain the Special Education Education Program: pp. 161-163; master's: pp. 208-216.

Admission to Teacher Education, p. 84

Acceptance for Student Teaching, p. 85

Degree Checklists may be accessed at: http://www.quincy.edu/images/academics/2014-15_checklists/Special%20Education%2014-15final.pdf (undergraduate)

Due to the fact that licensure is Learning Behavior Specialist-I (LBS-I), significant attempts are made to provide varied coursework and field experiences focusing on a variety of disabilities ranging from mild to moderate and severe. Furthermore, the undergraduate program is structured to provide dual licensure in both special and elementary education to prepare candidates to meet the needs of increasingly inclusive classrooms. Direct alignment between coursework and varied field experiences are evident in the special education program. Key examples include that undergraduates typically complete 48 or more field hours (direct K-12 student contact) within the Professional Development School Model, where courses are held in local schools, in four pre-professional courses (Spe 229, EDU 213, EDU 214, and EDU 240) and several more hours in selected methods courses (e.g., ELE 331 and 351; ELE 318 and Spe 323). Candidates also engage in semester-long pre-student teaching, direct student contact in QU's Reading Center [i.e., ELE 316/317; MSE 507/508]).

All special education candidates additionally complete pre-student teaching clock hours in supervised clinical field experiences: (a) (EDU 290, 291, & 390 or MSE 590 totaling 120 clock hours) in a variety of settings and (b) an additional (75-80 clock hours) with lower incidence disabilities (i.e., Spe 453 or MSE 553). The clinical field experiences are designed to enable the candidate to engage in tasks that progress in complexity as he/she gets closer to the student teaching semester. All initial certification candidates complete 16 weeks of student teaching in two 8-week placements. At the undergraduate level where special education candidates seek dual licensure in special and elementary education, the candidate typically completes one placement in what may be considered primarily a special education setting and the other within what may be considered a general education setting.

Post-Baccalaureate Licensure in Special Education (Learning-Behavior Specialist-I)

Students seeking initial licensure at the post-baccalaureate level take professional education coursework at the graduate level. The courses follow the same essential content as the undergraduate program, but are more rigorous to meet expectations for graduate level courses. The increased rigor generally means additional readings and assignments.

The post-baccalaureate curriculum for Special Education can be found at the following:

MSE Spec. Ed: <http://www.quincy.edu/resources/gradcatalogs/mse-speded.pdf>

2 - Provide information concerning the edTPA: What have you learned thus far regarding implementation? (5000 character max)

edTPA portfolios were submitted by a test group of teacher candidates at the unit's expense in Fall 2014. At that time, edTPA was not consequential, and results were not used to make decisions about individual candidate's progress in the program. Results from those voluntary submissions helped guide unit faculty as they transitioned to consequential submissions in Fall 2015.

Of the 4 submissions, 2 scored at a level indicating "passing" at the state mandated cut score of 35 or above. The 2 other submissions were not scored due to confusion on the part of unit faculty about requirements for Elementary Education (a 4-task submission) and Elementary Education-Literacy and Elementary Education-Mathematics (each a 3-task submission). Clarification was sought and received from ISBE about which specific handbook Elementary Education teacher candidates should use. A change to unit procedures regarding Elementary Education teacher candidates was enacted for those submitting in Fall 2015.

Additionally, unit faculty have attended both in-person and via digital webinars numerous statewide meetings focused on edTPA candidate support and remediation. In Spring/Summer 2015, unit faculty developed a plan for determining task retakes and task remediation. The plan will be used in Fall 2015 should any candidates not earn a minimum passing score.

Overall, unit faculty feel strongly that edTPA has been "backwards" integrated into the professional education curriculum and that candidates are familiar with the portfolio and the process.

3 - Describe how program faculty review assessment data throughout the program (content knowledge, pedagogical knowledge [specifically, instructional planning and candidate impact on student growth], clinical experience (this may include fieldwork and student teaching and dispositions). (5000 character max)

Selected faculty (e.g., teacher education committee, program coordinators, the director of student teaching, the clinical services coordinator, and the coordinator and instructor of the student teaching seminar) analyze basic assessment data periodically and make recommendations for needed program or curricular changes based on their analyses. Findings on basic reviews of assessment data are reported to full faculty at the beginning of the academic year. Specific examples are provided below:

One of the most critical areas of concern is that candidates have appropriate dispositions for the demands of the teaching profession. During clinical experiences and coursework, dispositions are assessed either formally using a standard form if dispositional concerns are apparent or informally if no concerns are evident. Instructors fill out a Disposition Alert whenever a concern arises in any class or field experience. A team of instructors on the Admission/Retention Committee determine if candidates' dispositions are appropriate, need remediation, or if issues are severe enough to warrant removal from the program. This committee meets periodically during each semester or at other times as needs arise. All student teachers are formally assessed by the cooperating teachers and the university supervisor on dispositions using a formal dispositions rubric required as part of documentation for student teaching.

In terms of candidate knowledge and performance in culminating field experiences, data is collected using the IL Professional Teaching Standards rubric for student teachers. This data is, therefore, compiled at the end of each semester for student teachers. This rubric has a 4-point scale (1: unsatisfactory; 2: developing; 3: meets; and 4: exceeds).

Instructional planning is assessed by the university supervisor during student teaching through a review of a candidate's unit plan (rubric assessment) and the observation of six universal lesson plans. Two of the six lessons are scored with a specially designed lesson evaluation rubric. This data has given insights in the past as to whether subgroups of candidates showed notable or significant differences (e.g., undergraduate vs. graduate candidates; traditional student candidates vs. non-traditional student candidates).

The student teaching unit plan requires a pretest and posttest with scores and a reflection submitted with the unit plan. This enables a basic assessment of the unit's impact on a candidate's students' learning. This data is reported in writing as part of the student teaching portfolio and in a public presentation in the student teaching seminar.

Students enrolled in pre-student teaching, clinical experience fieldwork are required to teach a minimum of one lesson per pre-student teaching clinical experience registration (i.e., EDU 290, 390, and 391). The aforementioned pre-student teaching clinical experiences consist of a minimum of 120 clock hours. Each clinical (EDU 290 and 390) is observed by a university supervisor at least once. Similarly, graduate candidates are assessed at least twice by the university supervisor during their 120 clock-hour pre-student teaching field experiences (i.e., EDU 590). These visits and evaluations are formative in nature, but candidates are evaluated using a rubric designed for the field experience teaching segments. Furthermore, cooperating teachers assess all lessons being taught in their classrooms. Clinical data are reviewed at midterm and at the end of the semester.

In addition to the aforementioned field experiences, special education candidates, participate in an additional 75 clock-hour field experience (Seminar/Practicum: Spe 453/MSE 553) focusing on students with lower incidence disabilities (e.g., intellectual disabilities, autism, or multiple disabilities). Candidates have a coordinating seminar portion with this field experience to provide extra guidance for their accompanying field experience with lower incidence disabilities. Candidates are expected to teach a minimum of 3 lessons that are reviewed by their cooperating teacher and receive a final evaluation of their field experience from their cooperating teacher. Additionally, candidates must complete a comprehensive portfolio documenting their practicum experience.

Student teachers are assessed using the IL Professional Teaching Standards, a unit plan, two universal lesson plans, weekly reflections (including a reflection on group work), and dispositions.

4 - Provide an update of program changes from the previous academic year; which program changes, if any, were made/approved during the reporting period. (5000 character max)

Decisions were finalized during the 2014-2015 academic year to add two additional, required courses to better enhance the preparation of candidates seeking initial, dual licensure in special and elementary education after the spring of 2017. The two courses are related to content preparation in the areas of (a) physical science and (b) social science. Only one additional course from each area (physical and social science) would need to be selected from options in each area as follows:

In terms of physical science, earth science was selected as a course that could meet this requirement. Other possible options could be in the area of environmental or space-related science.

In terms of social science, one additional course could be selected from several possible alternatives:

Sociology: SOC 100 - Intro to Sociology; SOC 200 - Modern Social Problems; SOC 300 - Racial Cultural Relations

Economics: ECO 222 - Principles of Macro-Economics

History: HIS 350 - World Geography

Based on the data from the IL Professional Teaching Standards, there was an increased emphasis in the clinical courses (i.e., EDU 290, 291, 391; MSE 590) and seminars on lesson and unit planning, differentiated instruction, instructional strategies, and reading/writing strategies for the content areas.

Differentiation of instruction continued to be addressed by the use of the universal lesson plan as a template for lesson design. Coursework incorporating instructional strategies to differentiate instruction for diverse learners continued to be taught in all methods courses and within the Effective Inclusion course. For example, in the Effective Inclusion course, primary emphasis is given to learning specific strategies for differentiation, collaborative teaching, and content area accommodations and modifications.

Finally, because of the high-stakes nature of edTPA in the student teaching semester, QU has adopted a policy that strongly urges teacher candidates to undertake student teaching in a geographic location that allows for travel to campus for seminar meetings, at least for the initial 8-week placement. Previously, students could apply for student teaching near their home, and QU would arrange for university supervision. Seminar participation was still required, but distance learning technology was used to accomplish student attendance. Now, candidates' physical presence at seminar is required, and those requesting out-of-area student teaching are being placed so that travel to campus is possible.

Delivery Mode:

- Traditional (face-to-face)
- Online (50% or more of program is offered online)
- Alternative Route

Please list all locations where the program was offered between 09/01/2014 and 08/31/2015

Location
Quincy
Springfield

Partnerships, if applicable

Name of Contracted Entity
N/A

-- CANDIDATE INFORMATION --

Number of candidates admitted to educator preparation program and enrolled between 09/01/2014 and 08/31/2015.

	Traditional	Online	Alternative
Number of candidates	29		

Number of candidates who completed the program between 09/01/2014 and 08/31/2015.

	Traditional	Online	Alternative
Number of candidates	12		

-- FACULTY INFORMATION --

Program Faculty: Faculty who teach professional education courses and all content faculty who teach methods courses.

Do not include the faculty who teach pre-requisites for major/minor/general ed courses.

	Faculty Name	Highest Degree	What Field
Select	Amy Leebold	M. Ed.	Emotional/Behav. Dis. & Autism
Select	Byron Holdiman	MA	Technology
Select	Cynthia Knight	MA	Assessment & Evaluation
Select	Dave Landsom	Ph. D.	Special Education

Select	Dorothy Nelson	MS	Literacy (Reading & Language Arts)
Select	Glenda McCarty	Ph. D.	Science Education
Select	Kristen Anguiano	Ph. D.	Research Methodology, Assmt/Eval, Ed. Psych.
Select	Lacinda Mena	Ed. S.	Field Experience; Clinical Supervision
Select	Linda Seltzer	Ph. D.	Spec. Ed. Methods Courses
Select	Luan Way	Ed. S.	Math Methods - Special & Gen. Ed.; El. Ed.
Select	Lynn Priepot	MA	Special Education (Expertise in Multiple Disab.)
Select	Margaret (Meg) Fitch	MS	Math Methods - Special & Gen. Ed.
Select	Maria Mast	MA	Education
Select	Marian Sorenson	MS	Education, Middle School; Social Studies
Select	Martha (Marty) Rubottom	MA	Stud. Tchg. Seminar; Various Ed. Courses
Select	Martin Koranda	Ed. D.	Special Education; Research Methods, Assessment
Select	Mary Loken	Ph. D.	Spec. Educ., Spec. Educ. Admin., Various - Sped
Select	Maureen O'Donnell	MFA	Clinical Supervision
Select	Penny Strube	MA	Education
Select	Ray Heilmann	MS	Educational Administration; Student Teaching
Select	Sharon Mallo	MS	Education; Student Teaching; Math/Science
Select	Vicki Blackwell	M. Ed.	Reading

Total Number of Program Faculty: 22

	<u>Number of FT</u>	<u>Number of PT</u>	<u>Number of Adjunct</u>
Doctorate	4	2	0
Masters	4	7	5
Bachelors	0	0	0

Number of faculty members teaching content for this program. 25

-- TESTS --

New program therefore there is no data.

Data must be provided for the content test and APT, with the exception of the APT for advanced programs where a candidate already holds a license. However, data on individuals who received a subsequent endorsement, based upon completing an approved program, must be reported.

State Tests

1. Program Content-Area Test:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Total Test	260	273	265				268		
Average Sub scores									
1. 1. Foundations and Charac	273	276	271				273		
2. 2. Assess Students & Deve	272	275	268				274		
3. 3. Plan and Deliver Instr	252	276	269				265		
4. 4. Manage the Learning En	265	272	258				250		
5. 5. Work in a Learning Com	265	272	254				270		
6. 6. Professional Conduct	260	260	275				268		
7.									
8.									

Number of candidates who took: 15

Number of candidates who passed: 15 Pass Rate (%): 100

Number of candidates who did not pass on the first try: 0

2. Assessment of Professional Teaching:

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional	Online	Alternative
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	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015	2012-2013	2013-2014	2014-2015
Total Test									
Average Sub scores									
1. Foundations, Characteristics, and Assessment									
2. Planning and Delivering Instruction									
3. Managing the Learning Environment									
4. Collaboration, Communication, and Professionalism									
5. Language Arts									
6. Educational Technology									
7. Constructed Response Assignment									

Number of candidates who took:

Number of candidates who passed: Pass Rate (%):

Number of candidates who did not pass on the first try:

3. Assessment of Professional Teaching (APT 188 - New test beginning September 2014):

No one took this test this academic year.

Assessment Type: Paper Pencil	Traditional			Online			Alternative		
			2014-2015			2014-2015			2014-2015
Total Test			256						
Average Sub scores									
1. Foundations, Characteristics, and Assessment			250						
2. Planning and Delivering Instruction			256						
3. Managing the Learning Environment			262						
4. Collaboration, Communication, and Professionalism			260						
5. Language Arts			249						

Number of candidates who took: 10

Number of candidates who passed: 9 Pass Rate (%): 90

Number of candidates who did not pass on the first try: 1

-- RESULTS--

For each pass rate below 80% or sub-score below 240, please provide a discussion of your plan.

All test scores entered were above 240 or 80%, resulting in no further action required.

Cancel

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