



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

COVER SHEET

1. **Institution's Name:** [Mayville State University](#)
2. **Date Submitted:** [December 31, 2025](#)
3. **Preparer of this Report:** [Dr. Sarah Kallock](#)
 - a. **Phone:** [701.788.4832](#)
 - b. **E-mail:** sarah.kallock@mayvillestate.edu
4. **CAEP/State Coordinator:** [Dr. Brittany Hagen](#)
 - a. **Phone:** [701.788.4828](#)
 - b. **E-mail:** brittany.hagen.2@mayvillestate.edu
5. **Name of Institution's Program (indicate CEC Specialty Area):**
 - a. Emotional Disturbance
 - b. Learning Disabilities
 - c. Intellectual Disabilities
 - d. Special Education Strategist
 - e. Visual Impairments
 - f. Early Childhood Special Education
 - g. Gifted and Talented Education
 - h. General
6. **Grade levels for which candidates are being prepared:** [K - 12th Grade](#)
7. **Degree or award level (select one)**
 - a. Masters
 - b. Ed.D.
 - c. Ph.D.
8. **Is this program offered at more than one site?**
 - d. Yes
 - e. No
8. **If your answer is yes to the above question, list the sites at which the program is offered:** [N/A](#)
9. **Program Report Status (check one):**
 - a. Initial Review
 - b. Continuing Review
 - c. Focused Visit

All course syllabi and aligned assessments can be found here: [Master of Education \(Special Education\)](#)



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SECTION I – CONTEXTUAL INFORMATION

1. Candidate Information

Directions: Provide three cycles of data on candidates enrolled* in the program and completing* the program, beginning with the most recent academic year for which numbers have been tabulated. Please report the data separately for the levels/tracks (e.g., baccalaureate, post-baccalaureate, alternate routes, master’s, doctorate) being addressed in this report. Program completers are persons who have met all the requirements of the state-approved teacher preparation program.

Program: [Master of Education \(Special Education\)](#)

Academic Year	# of Candidates Enrolled in the Program	# of Program Completers
2022-2023	8	3
2023-2024	13	7
2024-2025	10	5

* Enrolled candidates are those formally admitted to the program as of the institution's official fall reporting date or as of October 15 of each academic year.

** Program completers are those candidates for whom a degree is conferred within the selected academic year. The academic year begins in the fall and concludes in the spring or summer of the following year depending upon whether candidates are granted degrees in the summer.

2. Curriculum Exhibit (Select Option 1 OR Option 2)

- a. **Option 1:** Complete the Curriculum Exhibit Form on the next page.

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

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





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**CURRICULUM EXHIBIT FORM BASIC PROGRAM
EDUCATION STANDARDS AND PRACTICES BOARD**



SFN 14381 (05-17)

Institution: Mayville State University		Major: Master of Education (Special Education)
Total credits required for degree: 34 credits		
General Studies	Teaching Specialty	Professional Education
Credits Required: 0	Credits Required: 34 credits	Credits Required: 0
Completed at the undergraduate level	EDUC 589 Foundations of Special Education (3) SPED 530 Behavioral Strategies for Students w/ Disabilities (3) SPED 569 Action Research (2) SPED 582 Intellectual Disabilities (3) SPED 583 Intellectual Disabilities Practicum (2) SPED 584 Emotional Disturbances (3) SPED 585 Emotional Disabilities Practicum (2) SPED 586 Learning Disabilities (3) SPED 587 Learning Disabilities Practicum (2) SPED 590 Transition (2) SPED 593 Inclusive Classroom (2) SPED 596 Assessment of Students with Disabilities (3) SPED 595 Capstone Project (1) SPED 598 Special Education Law & Ethics (3)	Completed at the undergraduate level
Total: 0 credits	Total: 34 credits	Total: 0 credits

ESPB does not advocate, permit, nor practice discrimination on the basis of sex, race, color, national origin, religion, age or disability as required by various state and federal laws.





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

The Special Education track within Mayville State University's Master of Education (M.Ed.) program is designed for licensed teachers seeking advanced preparation to serve students with exceptionalities. This 34-credit program is delivered through 8-week asynchronous online courses, providing flexibility for working professionals while maintaining rigorous standards aligned to the Council for Exceptional Children (CEC) Advanced Preparation Standards and Advanced Council for the Accreditation of Educator Preparation (CAEP) standards. MEd candidates develop specialized pedagogical knowledge and skills to create safe, inclusive, and culturally responsive learning environments. Coursework emphasizes assessment, instructional strategies, behavioral interventions, and the integration of assistive technologies to enhance curriculum and classroom interactions for students with special needs.

Admission to the M.Ed. program at Mayville State University is a process designed to ensure candidates are well-prepared for graduate-level work. First, applicants must gain admission to the university by submitting an online application, official transcripts verifying a bachelor's degree, and an application fee. A minimum undergraduate GPA of 3.0 is required, and candidates pursuing the Special Education track must hold a valid teaching license and a degree in education. Once admitted to the university, candidates complete program-specific requirements for official admission to the M.Ed. program. These include submitting a current résumé, three professional references, an admission essay, and a signed Code of Conduct form through TaskStream, one of the data collection platforms. Additional documentation, such as proof of fingerprinting, background check clearance, and liability insurance, is required for the Special Education track as well. Applicants may enroll in up to nine credits prior to full admission, and program decisions are reviewed by the Teacher Education Committee to ensure alignment with best practices and professional standards.

As far as coursework is concerned, students in the MEd Special Education track begin with foundational courses such as SPED 589 Foundations of Special Education, SPED 593 Inclusive Classroom, and SPED 530 Behavioral Strategies for Students with Disabilities, then progress into specialized classes addressing SPED 582 Intellectual Disabilities, SPED 584 Emotional Disturbances, and SPED 586 Learning Disabilities with embedded practicum experiences to allow candidates to apply strategies in authentic settings. These hands-on experiences ensure competency in assessment, collaboration, and individualized instruction for diverse learners. Courses like SPED 586 Assessment of Students with Disabilities, SPED 590 Transitions, and SPED 598 Special Education Law and Ethics provide a strong theoretical base for students to apply with their students with special needs. The MEd Special Education program culminates with the SPED 595 Capstone Project where students share their portfolio aligned to the Advanced CEC Standards and the SPED 569 Action Research class, where candidates conduct action research to address a critical issue in special education, demonstrating mastery of program outcomes and readiness for leadership roles. Most



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students complete the 34-credit program in approximately one year of full-time or two years of part-time study, though pacing can be adjusted to meet individual needs.

Graduates of the Special Education track are prepared to obtain advanced licensure and assume roles such as Special Education Teacher, Coordinator, or Instructional Specialist. They emerge with expertise in designing inclusive learning environments, implementing evidence-based interventions, and advocating for equitable educational practices. Through its emphasis on reflective practice and authentic leadership, the program equips educators to influence positive change for students with exceptionalities and their families. More information about the MEd program can be found in the Mayville State [Graduate Handbook](#).

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

As this is the initial review for the Master of Education in Special Education program, there are no changes to report from a previous review. This program first had students enroll in Fall 2022, and therefore no prior review exists for comparison. All program elements presented in this review represent the design and structure of the current program.

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

The Mayville State University Master of Education in Special Education program has been designed to include a variety of simulated and school-based clinical experiences. Through these experiences, teacher candidates apply theory to practice and further develop their knowledge, skills, and dispositions. As MEd candidates enter the advanced Special Education program with undergraduate degrees in education and prior student teaching experience, the field and clinical requirements focus on specialized special education practices. The program requires 180 total hours of advanced field experiences, 60 hours each in SPED 583 Intellectual Disabilities Practicum, SPED 585 Emotional Disabilities Practicum, and SPED 587 Learning Disabilities Practicum. These practicum hours include observation and application of skills in diverse special education settings where candidates implement specialized interventions, conduct assessments, and collaborate with IEP teams under the supervision of certified Special Education teachers. The Special Education MEd program concludes with an 8-week action research study, conducted in a Special Education classroom.



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SECTION II – LIST OF ASSESSMENTS

Directions: In this section, list the assessments being submitted as evidence for the 19105 ESPB Advanced Program in Special Education Standards and Council for Exceptional Children’s (CEC) Initial Content Standards for your program. Select six to eight from among those listed below. Please note the first three are required.

1. Cumulative GPA at Program Completion **(Required)**
2. Internship/Field Experience Assessment **(Required)**
3. Assessment of Content Knowledge (e.g., Praxis) **(Required)**
4. Graduate/Employer/Candidate Surveys of Program Quality
5. Capstone Assessment (e.g., research project, thesis)
6. Capstone Portfolio
7. Course Embedded Performances
8. Comprehensive Exam (standardized national exam or program area exam)
9. Alternate Assessment(s) of choice

	Name of Assessment	Type or Form of Assessment (e.g., project, case study, exam, essay, state licensure test, portfolio)	When the Assessment is Administered (e.g., admission to program, admission to student teaching/internship, specific course)
Assessment 1	Cumulative GPA at Completion	Cumulative academic record	Before admission to the program and throughout
Assessment 2	Internship/Field Experience Assessment: SPED 587 Advanced CEC Skills Evaluation	Performance	Specific course: SPED 587
Assessment 3	Assessment of Content Knowledge Praxis: SPED 598 Special Education Law Final Exam	Exam	Specific course: SPED 598
Assessment 4	Graduate/Employer/Candidate Surveys of Program Quality: Employer Satisfaction Survey and Completer Satisfaction Surveys	Survey	End of program
Assessment 5	Capstone Portfolio: SPED 595 Capstone Portfolio Project	Portfolio	End of program
Assessment 6	Course Embedded Performance: SPED 569 Action Research Project	Project	End of program
Assessment 7	Course Embedded Performance: SPED 596 Assessment Report	Project	Specific course: SPED 596





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SECTION III – RELATIONSHIP OF ASSESSMENTS TO STANDARDS

Directions: For each assessment identified in Section II, identify which CEC and ESPB standards it addresses by placing an “x” in the appropriate cell(s).

ASSESSMENTS							
STANDARDS	1	2	3	4	5	6	7
	Cumulative GPA	SPED 587 Advanced CEC Skills Evaluation	SPED 598 Special Education Law Final Exam	Graduate/Employer/Candidate Surveys of Program Quality	SPED 595 Capstone Portfolio Project	SPED 569 Action Research Project	SPED 596 Assessment Report
<p>CEC 1.0: Assessment The program requires special education specialists to use valid and reliable assessment practices to minimize bias.</p> <p>1.1 Special education specialists minimize bias in assessment. 1.2 Special education specialists design and implement assessments to evaluate the effectiveness of practices and programs.</p>	X	X			X		X
<p>CEC 2.0: Curricular Content Knowledge The program requires special education specialists to use their knowledge of general and specialized curricula to improve programs, supports, and services at classroom, school, community, and system levels.</p> <p>2.1 Special education specialists align educational standards to provide access to challenging curriculum to meet the needs of individuals with exceptionalities. 2.2 Special educators continuously broaden and deepen their professional knowledge and expand their expertise with instructional technologies, curriculum standards, effective teaching strategies, and assistive technologies to support access to and learning of challenging content. 2.3 Special education specialists use understanding of diversity and individual learning differences to inform the selection, development, and implementation of comprehensive curricula for individuals with exceptionalities.</p>	X	X	X		X	X	X
<p>CEC 3.0 : Programs, Services, and Outcomes The program requires special education specialists facilitate the continuous improvement of general and special education programs, supports, and services at the classroom, school, and system levels for individuals with exceptionalities.</p>	X	X		X	X	X	X



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<p>3.1 Special education specialists design and implement evaluation activities to improve programs, supports, and services for individuals with exceptionalities. 3.2 Special education specialists use understanding of cultural, social, and economic diversity and individual learner differences to inform the development and improvement of programs, supports, and services for individuals with exceptionalities. 3.3 Special education specialists apply knowledge of theories, evidence-based practices, and relevant laws to advocate for programs, supports, and services for individuals with exceptionalities. 3.4 Special education specialists use instructional and assistive technologies to improve programs, supports, and services for individuals with exceptionalities. 3.5 Special education specialists evaluate progress toward achieving the vision, mission, and goals of programs, services, and supports for individuals with exceptionalities.</p>						
<p>CEC 4.0: Research and Inquiry The program requires special education specialists to conduct, evaluate, and use inquiry to guide professional practice.</p> <p>4.1 Special education specialists evaluate research and inquiry to identify effective practices. 4.2 Special education specialists use their knowledge of the professional literature to improve practices with individuals with exceptionalities and their families. 4.3 Special education specialists foster an environment that is supportive of continuous instructional improvement and engage in the design and implementation of research and inquiry.</p>	X	X			X	X
<p>CEC 5.0: Leadership and Policy The program requires special education specialists provide leadership to formulate goals, set and meet high professional expectations, advocate for effective policies and evidence-based practices, and create positive and productive work environments.</p> <p>5.1 Special education specialists model respect and ethical practice for all individuals and encourage challenging expectations for individuals with exceptionalities. 5.2 Special education specialists support and use linguistically and culturally responsive practices. 5.3 Special education specialists create and maintain collegial and productive work environments that respect and safeguard the rights of individuals with exceptionalities and their families. 5.4 Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities. 5.5 Special education specialists advocate for the allocation of appropriate resources for the preparation and professional development of all personnel who serve individuals with exceptionalities.</p>	X	X		X	X	X



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<p>CEC 6.0: Professional and Ethical Practice The program requires special education specialists use foundational knowledge of the field and professional ethical principles and practice standards to inform special education practice, engage in lifelong learning, advance the profession, and perform leadership responsibilities to promote the success of professional colleagues and individuals with exceptionalities.</p> <p>6.1 A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs special education specialist leadership. 6.2 Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve outcomes for individuals with exceptionalities and their families. 6.3 Special education specialists model and promote respect for all individuals and facilitate ethical professional practice. 6.4 Special education specialists actively participate in professional development and professional learning communities to increase professional knowledge and expertise. 6.5 Special education specialists plan, present, and evaluate professional development focusing on effective and ethical practice at all organizational levels. 6.6 Special education specialists actively facilitate and participate in the preparation and induction of prospective special educators. 6.7 Special education specialists actively promote the advancement of the profession.</p>	X	X	X	X	X	X
<p>CEC 7.0: Collaboration The program requires special education specialists collaborate with stakeholders to improve programs, services, and outcomes for individuals with exceptionalities and their families.</p> <p>7.1 Special education specialists use culturally responsive practices to enhance collaboration. 7.2 Special education specialists use collaborative skills to improve programs, services, and outcomes for individuals with exceptionalities. 7.3 Special education specialists collaborate to promote understanding, resolve conflicts, and build consensus for improving programs, services, and outcomes for individuals with exceptionalities.</p>	X	X		X		X



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Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the program is preparing candidates

	ASSESSMENTS						
STANDARDS	1	2	3	4	5	6	7
ESPB 19015.1 The program curriculum is advanced in rigor and results in advanced knowledge, skills and dispositions in teaching students with special needs. The program reflects consideration of the NBPTS principles as well as CEC and CAEP standards.	X	X	X	X	X	X	X
ESPB 19015.2 The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the North Dakota Standards for Program Approval CC: North Dakota standards for all special education teachers.	DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS						
ESPB 19015.3 The program provides candidates with advanced knowledge and skills that parallels all requirement areas in the applicable special education area of the North Dakota Standards for Program Approval 8.11 being addressed (i.e. DH: Deaf and Hard of Hearing, VI: Visual Impairment, ID: Intellectual Disabilities, or ECSE: Early Childhood Special Education, etc.)	DO NOT COMPLETE; ALREADY ADDRESSED IN CEC STANDARDS						
ESPB 19015.4 The program requires candidates to develop the ability to apply research and research methods relevant to the advanced field of study, including recent research-based knowledge, concepts, and analytical capabilities of the exceptional child specialty area.	X					X	
ESPB 19015.5 The program requires observation and field practicum experience in elementary school, secondary school, or preschool settings appropriate to the exceptional child specialization area. Programs leading to initial licensure meet all state requirements for initial licensure; include student teaching in the specific area and grade level of licensure.	X	X					
ESPB 19015.6 The program requires the study of current, appropriate instructional technologies.					X	X	X



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SECTION IV – EVIDENCE OF MEETING STANDARDS

It is expected that your program makes use of multiple assessments to ensure that all standards are met. For each program assessment listed in Section II, provide the following information:

1. **Description of Assessment:** This includes a brief description of the assessment, assessment instrument (this is often given to the candidate), and corresponding rubric/scoring guides. Note: work samples or other artifacts may also be included if desired.
2. **Data Summary Table:** This includes a data table showing three years of results.
3. **Analysis of Findings:** Explain how candidates met each specific standard targeted with this assessment.

A. Required Assessments:

A. 1 Cumulative GPA at the Point of Completion:

Assessment 1 Title:	Cumulative GPA at the Point of Completion		
Assessment Description:	<p>GPA (Grade Point Average) is a standardized numerical assessment instrument used in educational institutions to measure a student's academic achievement. This GPA calculates the average value of the final grades earned across all courses required for the Special Education MEd Program, on a scale of 0.0 to 4.0, with higher numbers representing better performance. The GPA serves as a concise quantitative indicator of overall academic standing of Special Education MEd candidates and is widely used for admissions decisions, scholarship eligibility, and evaluating academic progress.</p> <p>Proficiency Scale: 0.0 – 4.0</p> <p>Target: 3.0 or higher</p>		
Data Summary Table:			
Year	N (number of candidates)	Overall Average GPA	Range of GPA
2022 – 2023	3	4.00	4.00 - 4.00
2023 – 2024	7	3.94	3.44 - 4.00
2024 – 2025	5	3.93	3.24 - 4.00
A2: Analysis of Findings:	<p>Across three academic years, 100% of program completers met or exceeded the target GPA of 3.0, with cohort averages ranging from 3.93 to 4.00 and the lowest individual GPA at 3.24, indicating consistent performance above the proficiency threshold. Because cumulative GPA aggregates achievement across all required Special Education courses, including SPED 589 Foundations of Special Education; SPED 582/584/586 content courses; SPED 583/585/587 practicums; SPED 596 Assessment; SPED 530 Behavioral Strategies; SPED 590 Transitions; SPED 593 Inclusive Classroom; SPED 598 Law & Ethics; SPED 569 Action Research; and SPED 595 Capstone Project, these results provide summative evidence that candidates demonstrated sustained mastery of program outcomes throughout the curriculum.</p>		



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A.3 Internship/Field Experience Assessment

Assessment 2 Title:		SPED 587 Advanced CEC Skills Evaluation		
Assessment Description:		<p>The SPED 587 Advanced CEC Skills Evaluation is a performance-based assessment aligned with the Council for Exceptional Children's Advanced Preparation Standards. This evaluation tool measures MEd candidates' mastery of advanced special education competencies during their field experience, including leadership in special education services, evidence-based decision making, collaborative consultation, and systems-level problem solving. University supervisors and mentor teachers use this rubric-based assessment to evaluate candidates' application of advanced knowledge and skills in authentic educational settings.</p> <p>Proficiency Scale: Distinguished (4), Proficient (3), Basic (2), Unsatisfactory (1)</p> <p>Target: 3.0 or higher</p>		
Data Summary Table:				
Year	N (number of candidates)	Evaluator	Overall Average	Overall Range
2022 – 2023	7	Instructor	3.39	3.19 - 4.0
	7	Field Mentor	3.3	2.43 - 4.0
	7	Self	3.33	2.9 - 4.0
2023 – 2024	7	Instructor	2.9	2.0 - 3.14
	7	Field Mentor	3.0	1.0 - 3.76
	7	Self	2.92	1.71 - 3.42
2024 – 2025	4	Instructor	3	3.0 - 3.0
	4	Field Mentor	3.98	3.9 - 4.0
	4	Self	3.13	2.81 - 3.62
Analysis of Findings:		<p>Across three cohort years, the SPED 587 Advanced CEC Skills Evaluation shows that Special Education M.Ed. candidates consistently demonstrated proficient-to-distinguished performance on the advanced competencies targeted by this assessment. In 2022–2023 (N=7), triangulated averages across instructor (3.39), mentor (3.30), and self (3.33) met the ≥ 3.0 target, indicating solid proficiency on CEC Advanced Standards (1–7) and CAEP A1.1 factors. While 2023–2024 (N=7) showed variability (instructor 2.90, mentor 3.00 with a low outlier at self 2.92), the subsequent 2024–2025 (N=4) cohort rebounded strongly (instructor 3.00, mentor 3.98, self 3.13), with mentor ratings approaching distinguished across domains. Overall, the pattern of results, particularly the high mentor scores and the return to proficiency in 2024–2025, provides converging evidence that candidates met the specific standards targeted by the SPED 587 Advanced CEC Skills Evaluation, applying advanced special education knowledge and skills effectively in school-based practice.</p>		

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A. 4 Assessment of Content Knowledge

Assessment 3a Title:	SPED 598 Special Education Law Final Exam		
Assessment Description:	<p>The purpose of the SPED 598 Special Education Law Final Exam key assessment is to measure competencies and content learned throughout the program and specifically in the special education laws and ethics course. This assessment measures learner knowledge and ability to apply their understanding of legal and ethical issues to current practice based on course objectives.</p> <p>Proficiency Scale: An A, B, C, D, F grading scale is used for this assessment. A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.</p> <p>Target: 80% or higher</p>		
Data Summary Table:			
Year	N (number of candidates)	Overall Average Score	Range of Scores
2022 – 2023	5	96.6	95 - 100
2023 – 2024	10	88.6	85 – 92
2024 – 2025	7	91.14	87 - 93
Analysis of Findings:	<p>The SPED 598 Special Education Law Final Exam assesses candidates' ability to apply legal and ethical principles to practice, serving as a key measure of content knowledge in the Special Education M.Ed. program. The target score is 80% or higher and results over three years show all cohorts exceeded this benchmark. In 2022–2023 (N=5), candidates averaged 96.6% (range 95–100), indicating mastery. In 2023–2024 (N=10), the average was 88.6% (range 85–92), and in 2024–2025 (N=7), the average rose to 91.14% (range 87–93). These consistently strong scores demonstrate that candidates met program expectations for understanding and applying special education law and ethics content, confirming proficiency in professional standards related to legal compliance, ethical practice, and advocacy for equitable educational services.</p>		
Assessment 3b Title:	Praxis Special Education Exams		
Assessment Description:	<p>In addition to the SPED 598 Special Education Law Final Exam, various Praxis Special Education exams are used to evaluate candidates' content knowledge. In alignment with licensure guidelines, Mayville State University's EPP requires our MEd candidates to have a license (which requires student teaching) prior to entering the program and therefore, they are not required to take the Praxis Exam. However, several of our candidates came in with Special Education degrees and we have the following Praxis Content scores to report. The Praxis Special Education: Foundations of Knowledge (5355) exam ensures candidates have the essential knowledge and skills for entry-level special education practice. It evaluates understanding of learner characteristics, assessment principles, instructional strategies, legal and ethical foundations, and collaboration responsibilities. Passing this exam is typically required for</p>		



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	<p>licensure, confirming readiness to create inclusive, effective learning environments for students with exceptionalities.</p> <p>Proficiency Scale: For this Praxis exam, the proficiency scale is based on the scaled score range of 100–200, with passing scores determined by state requirement</p> <p>Target: Noted below each exam. Percent passing not applicable as candidates are already licensed.</p>
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Data Summary Table:

	Special Ed Core Know. Mild to Moderate 5543 (158)	Special Ed Foundational Knowledge 5355 (151)	Special Ed Core 5354 (151)	Special Ed Intellectual Disabilities 5322 (156)	Early Childhood Special Ed 5692 (159)
Student A:			171 (22-23)		179 (22-23)
Student B:			163 (24-25)		
Student C:				158 (24-25)	
Student D:					180 (22-23)
Student E:			157 (23-24)		
Student F:			183 (23-24)		
Averages:	N/A	N/A	168.5	158	179.5



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B.2 Insert Additional Assessments Here

Category:	Graduate/Employer/Candidate Surveys of Program Quality
Assessment 4 Title:	Employer Satisfaction Survey and Completer Satisfaction Survey
Assessment Description:	<p>The Employer Satisfaction Survey asks those who supervise MEd candidates to evaluate their satisfaction with the candidates' preparation. The survey asks supervisors to assess the quality of graduates' data and research competencies, collaborative leadership, inclusive practices, and professional/legal standards. The survey is administered to direct supervisors of current MEd graduates employed in schools as teachers approximately one year after the completers graduate from their preparation programs.</p> <p>The Completer Satisfaction Survey captures the experiences and perspectives of MEd Special Education program completers as they navigate their initial years in the profession, providing valuable data on the effectiveness of their preparation programs. This instrument measures graduates' satisfaction with their preparation in data and research competencies, collaborative leadership, inclusive practices, and professional/legal standards and is administered approximately one year after they graduate from the MEd Special Education program.</p> <p>Proficiency Scale: Strongly Agree (4), Agree (3), Tend to Disagree (2), Disagree (1)</p> <p>Target: 3.0 or higher</p> <p>*There are only two cycles of data for this evaluation. The first data collection began in 23-24 for the 22-23 graduates (surveys need to be administered one year after program completion). Data for the 24-25 graduates will not be available until May 2026 when graduates and supervisors are surveyed at the completion of graduates' first-year teaching in Special Education.</p>

Data Summary Table:

Year	Employer Satisfaction Survey		N = # number of candidates	Average Max= 4 points
	<i>To what extent would you agree the Mayville State graduate demonstrates their understanding and application of:</i>			
2022 – 2023	Applying data literacy by exploring, understanding, and communicating with data in a meaningful way.		1	4.00
2023 – 2024			2	3.00
2024 – 2025			*N/A	
2022 – 2023	Using a variety of research methods (qualitative, quantitative, and mixed methods).		1	4.00
2023 – 2024			3	2.50
2024 – 2025			*N/A	
2022 – 2023	Interpreting data to make informed instructional decisions.		1	4.00
2023 – 2024			3	2.50
2024 – 2025			*N/A	
2022 – 2023			1	4.00



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2023 – 2024	Developing supportive, diverse, equitable, and inclusive school environments.	3	3.50
2024 – 2025		*N/A	
2022 – 2023		1	3.00
2023 – 2024	Leading and/or participating in collaborative activities with peers, colleagues, administrators, parents, and community organizations.	3	2.50
2024 – 2025		*N/A	
2022 – 2023		1	4.00
2023 – 2024	Supporting appropriate applications of technology	3	3.00
2024 – 2025		*N/A	
2022 – 2023		1	4.00
2023 – 2024	Applying professional dispositions, ethical, and professional standards specific to Special Education.	3	4.00
2024 – 2025		*N/A	
2022 – 2023		1	4.00
2023 – 2024	Applying laws and policies specific to Special Education.	3	4.00
2024 – 2025		*N/A	
		Average:	3.50
	Completer Satisfaction Survey		
Year	<i>To what extent would you agree that you demonstrate your understanding and application of knowledge and skills appropriate to your role as a Special Education teacher in terms of:</i>	N = # number of candidates	Average Max= 4 points
2022 – 2023	Applying data literacy by exploring, understanding, and communicating with data in a meaningful way.	3	3.67
2023 – 2024		6	3.00
2024 – 2025		*N/A	
2022 – 2023	Using a variety of research methods (qualitative, quantitative, and mixed methods).	3	4.00
2023 – 2024		6	3.17
2024 – 2025		*N/A	
2022 – 2023	Interpreting data to make informed instructional decisions.	3	3.67
2023 – 2024		6	3.17
2024 – 2025		*N/A	
2022 – 2023	Developing supportive, diverse, equitable, and inclusive school environments.	3	4.00
2023 – 2024		6	3.33
2024 – 2025		*N/A	
2022 – 2023	Leading and/or participating in collaborative activities with peers, colleagues, administrators, parents, and community organizations.	3	3.67
2023 – 2024		6	3.17
2024 – 2025		*N/A	
2022 – 2023	Supporting appropriate applications of technology	3	3.67
2023 – 2024		6	3.17
2024 – 2025		*N/A	
2022 – 2023	Applying professional dispositions, ethical, and professional standards specific to Special Education.	3	4.00
2023 – 2024		6	3.17
2024 – 2025		*N/A	
2022 – 2023	Applying laws and policies specific to Special Education.	3	4.00
2023 – 2024		6	3.33
2024 – 2025		*N/A	
		Average:	3.51
Analysis of Findings:	<p>Across the cycles, both Employer Satisfaction and Completer Satisfaction results meet the target benchmark (≥ 3.0 on a 4-point scale), with overall averages of 3.50 and 3.51, respectively. Year-over-year patterns show strong satisfaction for the 2022–2023 cohort (employers consistently rating 3.0–4.0; completers 3.67–4.00), and a dip in 2023–2024, especially in employer ratings for research methods, interpreting data, and collaboration (all 2.50, below target), while strengths continue in inclusive environments (employers 3.50) and</p>		



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	<p>professional/legal standards (employers 4.00; completers 3.17–4.00). Completer self-ratings remain at/above target across all domains, with the lowest cluster around 3.17 in research, data use, collaboration, technology, and dispositions. This suggests appropriate self-awareness and room for growth without falling below proficiency. The evidence indicates the program is preparing graduates well, especially in ethics, law, and inclusive practice, while highlighting actionable opportunities to strengthen data literacy, research application, and collaborative leadership in the first year of practice. Given small Ns and the one-year lag in survey administration, these results should be interpreted cautiously; the May 2026 cycle (for 2024–2025 graduates) will provide a more comprehensive look at the data to confirm the impact of any continuous improvement steps (e.g., pre-practicum calibration, targeted coaching in data-informed decision making, and structured collaboration experiences).</p>
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Category:	Capstone Portfolio		
Assessment 5 Title:	SPED 595 Comprehensive Capstone Portfolio		
Assessment Description:	<p>The purpose of the Comprehensive Capstone Portfolio is to demonstrate the candidate’s ability to meet the knowledge, skills and dispositions identified in the Advanced CEC and CAEP advanced standards for the MEd, Special Education track. MEd students integrate competencies in technology, experiences with diversity, and application of specialized knowledge throughout their portfolio. The portfolio serves as a reflective tool for MEd students. The Comprehensive Capstone Portfolio contains a collection of artifacts and rationale that demonstrate evidence of meeting program learning outcomes. The project ends with a presentation of the portfolio.</p> <p>Proficiency Scale: A=100-81 points, B=80-69 points, C=68-54 points), D= (53-40 points), F=<40 points</p> <p>Target: B or higher</p>		
Data Summary Table:			
Year	N (number of candidates)	Overall Average	Range of Scores
2022 – 2023	3	75.00	73 - 76
2023 – 2024	10	71.9	67.5 - 76
2024 – 2025	5	72.9	66 - 76
Analysis of Findings:	<p>Analysis of three years of data shows that candidates consistently met this benchmark, with average scores of 75.0 points in 2022–2023, 71.9 points in 2023–2024, and 72.9 points in 2024–2025, all within the grade range of B or higher. Score ranges (66–76 points) indicate that while most candidates achieved the target, some fell slightly below, suggesting variability in portfolio quality. Overall, results confirm that candidates are meeting minimum expectations, but continued emphasis on targeted support for candidates who require it could help raise performance and strengthen evidence of proficiency at the advanced level.</p>		



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Category:	Course Embedded Performance		
Assessment 6 Title:	SPED 569 Action Research Project		
Assessment Description:	<p>The Action Research Project is one of the final performance measures in the MEd Special Education program. It is designed to demonstrate candidates' ability to independently conduct action research. This project prepares candidates to engage in future collaborative research initiatives at the classroom, campus, or district level. The assessment serves as evidence of program learning outcome achievement and is aligned with CAEP Advanced Standards.</p> <p>Proficiency Scale: An A, B, C, D, F grading scale is used for this assessment. A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.</p> <p>Target: 80% or higher</p>		
Data Summary Table:			
Year	N (number of candidates)	Overall Average	Range of Scores
2022 – 2023	4	76.5	64 - 84
2023 – 2024	5	98	95 - 100
2024 – 2025	5	90.4	82 - 97
Analysis of Findings:	<p>The SPED 569 Action Research Project serves as a key performance measure of candidates' ability to independently design and conduct research aligned with CAEP Advanced Standards and CEC Advanced Standards. Results across three years show significant improvement over time. In 2022–2023, the average score was 76.5% (range 64–84), falling below the target of 80%, indicating early challenges in meeting expectations. However, performance surged in 2023–2024, with an average of 98% (range 95–100), and remained strong in 2024–2025 at 90.4% (range 82–97), both well above the benchmark. This upward trend demonstrates that program adjustments or candidate preparedness have effectively strengthened research competencies, with recent cohorts consistently meeting or exceeding proficiency standards. Continued emphasis on research design and data analysis will help sustain these gains and ensure all candidates achieve proficiency.</p>		



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Category:	Course Embedded Performance		
Assessment 7 Title:	SPED 596 Assessment Report		
Assessment Description:	<p>The purpose of the SPED 596 Assessment Report project is to prepare Special Education teachers for administering, interpreting, and presenting formal and informal assessments in a Multi-Tiered System of Supports (MTSS). Students will demonstrate their skills in formative and summative evaluation methods for children, youth and young adults with mild, moderate, or severe disabilities in an academic or functional curriculum. Students will demonstrate how to administer, interpret and report in a nondiscriminatory manner through observations, work samples, task and error analysis, file review, inventories, diagnostic probes, checklists, rating scales, questionnaires, error analysis, curriculum-based measurements and formal achievement tests.</p> <p>Proficiency Scale: An A, B, C, D, F grading scale is used for this assessment. A= 94 – 100%, B= 87 – 93%, C= 80 – 86%, D= 70-79%, F= < 70%.</p> <p>Target: 80% or higher</p>		
Data Summary Table:			
Year	N (number of candidates)	Overall Average	Range of Scores
2022 – 2023	2	93.5	87 – 100
2023 – 2024	5	93.6	76 - 100
2024 – 2025	6	97.17	88 - 100
Analysis of Findings:	<p>The SPED 596 Assessment Report results point to strong, practical readiness in MTSS assessment work. Cohorts in 2022–2023 and 2023–2024 averaged 93.5% and 93.6%, respectively, with one low outlier at 76% in 2023–2024. The most recent 2024–2025 group climbed to an average of 97.17% and a tighter range (88–100), suggesting stronger consistency across candidates. Students are consistently meeting (and exceeding) the 80% target while demonstrating the essential knowledge and skills this project is meant to capture including: administering tools correctly, interpreting results, and reporting findings in a nondiscriminatory and instructionally useful way. The single dip below benchmark in 2023–2024 is notable but isolated. Toward continuance improvement efforts, the EPP will continue rubric calibration and early check-ins on scoring to sustain the gains made over time.</p>		

**SECTION V – ANALYSIS USE OF ASSESSMENT RESULTS TO DEMONSTRATE
MEETING OF STANDARDS AND FOR PROGRAM IMPROVEMENT**

Directions: This section explains how faculty is using the data from assessments to improve candidate performance and the program. Respond to the following questions by summarizing principal findings based the aggregation of assessment data and not by individual assessments.

1. Based on the findings of your assessments, please explain your program’s strengths.

Analysis of assessment data across multiple measures demonstrates that the MEd Special Education program has several clear strengths. Candidates consistently meet or exceed proficiency benchmarks in core content knowledge and applied practice. High performance on the SPED 598 Special Education Law Final Exam (averages ranging from 88.6% to 96.6%) confirms strong understanding of legal and ethical standards, while exceptional results on the SPED 596 Assessment Report (93.5%–97.17%) highlight candidates’ ability to administer, interpret, and report assessments accurately within MTSS frameworks. Similarly, the SPED 569 Action Research Project shows significant growth over time, with recent cohorts achieving scores well above target (90.4%–98%), reflecting advanced competency in research design and evidence-based decision-making.

Field-based evaluations and stakeholder feedback further reinforce program strengths. The SPED 587 Advanced CEC Skills Evaluation demonstrates candidates’ ability to apply advanced competencies in authentic settings, with mentor ratings approaching distinguished performance in the most recent cycle (3.98 on a 4-point scale). Employer and completer satisfaction surveys also indicate positive perceptions of graduates’ readiness, particularly in ethics, law, and inclusive practices, with overall averages above the 3.0 benchmark. Additionally, the Capstone Portfolio results confirm that candidates are meeting expectations for integrating technology, diversity, and specialized knowledge into reflective practice.

Overall, these findings show that the M.Ed. Special Education program at Mayville State University effectively prepares candidates to meet the advanced expectations outlined in Advanced CEC Standards CAEP Advanced Standards. Graduates demonstrate proficiency in assessment practices, curricular content knowledge and instructional design, and the ability to improve programs and outcomes through research and inquiry. Strong performance in legal and ethical practice and collaboration reflects the MEd program’s emphasis on leadership and professional responsibility. By combining rigorous coursework, applied research, and authentic field experiences, the Special Education MEd program ensures graduates are prepared to lead, advocate, and implement evidence-based practices that advance inclusive education and improve outcomes for individuals with exceptionalities.



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2. What areas did you identify as needing improvement? Please explain what changes you have already made to improve candidate performance and strengthen the program, as well as future changes for continuous improvement.

While the MEd Special Education program demonstrates strong performance in many areas, a few areas emerged as needing improvement. Employer and completer surveys revealed lower ratings in data literacy, research application, and collaborative leadership for the 2023–2024 cohort, with employer scores for these domains dipping to 2.50, below the 3.0 benchmark. Additionally, the Capstone Portfolio results, though meeting the minimum target (69 points or higher), show variability and limited evidence of higher proficiency, with averages ranging from 71.9 to 75.0 and some scores falling near the lower end of the letter grade B range. These findings suggest that candidates need stronger support in synthesizing program competencies into comprehensive, high-quality portfolio artifacts and in applying research and data-driven decision-making in practice.

To strengthen candidate performance and program quality, faculty plan to implement several targeted improvements. First, faculty will introduce earlier and more structured checkpoints for the Capstone Portfolio, supported by exemplary examples of artifact selection and rationale drafts, along with a mid-program portfolio review to identify gaps early and provide individualized feedback. To enhance research and data literacy, faculty will embed technology-supported data analysis tools into coursework and continue offering individualized workshops within SPED 569 to reinforce skills in data interpretation and evidence-based decision-making as it relates to individual candidates' classrooms and students. Building on recent gains, the program also plans to establish a more structured mentoring system during practicums, ensuring candidates receive real-time feedback on collaborative leadership and data use in authentic settings. Additionally, practicum check-ins will incorporate collaborative problem-solving scenarios to strengthen teamwork and leadership competencies.

These changes are designed to deepen alignment with CEC Advanced Standards (particularly Standards 4: Research & Inquiry and 7: Collaboration) and CAEP Advanced Standards A1.1, focusing on research methodologies, leadership, professional responsibility, and technology integration. By embedding these enhancements throughout coursework and practicum experiences, the program aims to ensure candidates graduate with proficiencies across all domains and are fully prepared to lead inclusive, data-driven practices in diverse educational environments.