

# Graduate Certificate in Special Education Transition Services (SPTSGC)

2022-2023

## Annual Academic Assessment Report

### Results of analysis of assessment of Student Learning Outcome

*Results from last year's assessment in table below*

Graduate Certificate: 1 Graduated

### Any changes to degree/certificate planned or made on the basis of the assessment and analysis

*There were no changes in the degree plan based of assessment and analysis. There were minor changes made in some courses as noted in table below.*

*Teaming for Transition 2.0 grant was submitted and funded by US Department of Education in 2021. Programs included in interdisciplinary program in addition to special education include vocational rehabilitation and social work. Currently 15 students are enrolled and 9 will graduate in Spring 2024.*

### Any changes to the assessment process made or planned.

*Plan to pilot post-graduation assessment and employer assessment. Assessments for scholars in Teaming for Transition grant aspects of the program remain the same.*

## Academic Assessment Plan

### Program Goals (3-4)

Program students will pursue an in-depth study of the transition process for students with disabilities including transition plan development, work based learning opportunities, developing skills in self-advocacy and self-determination using evidence-based practices, family engagement, collaborative program planning and evaluation.

### Student Learning Outcomes (6-8)

Program objectives include the preparation of future special educators to (based on Council for Exceptional Children standards) and listed in objectives in table below.

### Process for Assessing each Student Learning Outcome

<b>Objectives</b>	<b>Assessment</b>	<b>Changes Made/Planned</b>	<b>Assessment Made/Planned</b>
<p>1. Students will demonstrate knowledge and implementation of evidence-based transition research and practices by identifying EBP practices and applying these based on knowledge of an individual and their needs. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5</p> <p>2. Students will link known challenges faced by youth with disabilities and their families in school-to-work adulthood transition to evidence based supports and services. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 2, 3, 5, 7</p> <p>3. Students will determine appropriate school-to-adulthood assessments for individuals, implement assessments, analyze results and and plan accordingly based on their observation of a young adult with disabilities. Related to CEC Initial Preparation Standard Dev Disabilities and Autism</p>	<p>No students graduated.</p> <p>All current students progressing as expected.</p>	<p>Based on program evaluation from Dr. Val Mazzotti for Teaming for Transition built in more content representing first-hand experiences of youth with disabilities including interviews from youth in Northwest Arkansas</p> <p>Incorporating use of virtual technology across courses to develop opportunities for collaborative learning</p> <p>Revision completed of 3 courses to incorporate standards from across disciplines: Family and Professional Partnerships, Legal Aspects, and Teaching Students with High Need Disabilities.</p>	<p>Planned analysis of use of virtual technology across SPTSGC coursework refocused due to funding of Teaming for Transition 2.0</p>

<p>4, 1, 5 4. Students will identify the methods, materials, and instructional strategies that promote self-determination and self-advocacy in the transition years. Related to CEC Initial Preparation Standards 2, 3, 5, 6</p> <p>5. Students will advocate for specific strategies for actively including parents in their child's transition and as co-equals on interdisciplinary teams. Related to CEC Initial Preparation Standards 7.1, 7.2</p> <p>6. Students will describe the components of an IEP transition plan and student learning plan, identify high quality markers, and edit components as appropriate. Students will evaluate existing IEPs and determine quality. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 1, 4, 5, 7</p> <p>7. Students will identify disability and culturally specific challenges to transition and consider supports to address students'</p>			
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<p>3needs. CEC Initial Preparation Standard Dev Disabilities and Autism 1, 6</p> <p>8. Students will seek out various community resources to support the diverse needs of students and families through the transition process. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7</p> <p>9. Students will link the needs of children and youth with disabilities with environmental supports, assistive technology, communication supports, and other resources to support and individualize learning and generalization of skills. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 2, 5, 6; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 3</p> <p>10. Students will reflect on ways in which systems encourage and</p>			
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<p>inadvertently create barriers to actively including parents in their child's education and as co-equals on interdisciplinary teams. Further, students will create opportunities for engagement of students in their own advocacy, self-determination, and educational planning. Related to CEC Initial Preparation Standards 7.1,</p> <p>47.2; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 5.3, 6.4</p> <p>11. Students will identify variables contributing to the effective functioning of teams and supporting the learning of individuals on those interdisciplinary teams. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism 6.5, 6.6, 7.3</p> <p>12. Students will link family and child/youth</p>			
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<p>needs with various community resources to support the diverse needs of students and families. Related to CEC Initial Preparation Standard Dev Disabilities and Autism 5, 6, 7; Related to CEC Advanced Preparation Standard Dev Disabilities and Autism</p> <p>13. Special education specialists advocate for policies and practices that improve programs, services, and outcomes for individuals with exceptionalities.</p> <p>14. A comprehensive understanding of the history of special education, legal policies, ethical standards, and emerging issues informs</p> <p>5special education specialist leadership.</p> <p>15. Special education specialists model high professional expectations and ethical practice, and create supportive environments that safeguard the legal rights and improve</p>			
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<p>outcomes for individuals with exceptionalities and their families.</p> <p>16. Special education specialists actively participate in professional development and learning communities to increase professional knowledge and expertise.</p>			
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**Timeline for assessment and analysis**

Key assessments are collected throughout coursework and analyzed by course instructor. Student knowledge of key competencies are evaluated annually by project evaluator.

**Means of assessment and desired level of student achievement**

Key assessments in courses are collected and evaluated during key courses across learning blocks.

**Reporting of results**

Evaluation conducted of student knowledge of transition competencies, engagement in collaboration, perspectives on interdisciplinary learning. These are reported at annual advisory review.