



Bachelors in Special Education (SPEDBS)

2023-2024

Academic Assessment Plan

Program Goals (3-4)

(Program goals are broad general statements of what the program intends to accomplish and describes what a student will be able to do after completing the program. The program goals are linked to the mission of the university and college.)

1. To prepare special educators who understand the legal requirements to provide a free appropriate public education for all students with disabilities.
2. To prepare special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.
3. To prepare special educators to work collaboratively with other educators to meet the educational needs of students with disabilities.
4. To prepare special educators who will advocate for children with disabilities and their families.

Student Learning Outcomes (6-8)

(Student Learning Outcomes are defined in terms of the knowledge, skills, and abilities that students will know and be able to do as a result of completing a program. These student learning outcomes are directly linked to the accomplishment of the program goals.)

1. Understand the individual development and differences of learners with exceptionalities and apply this knowledge to instructional design and implementation
2. Create individualized, inclusive, safe, and culturally responsive learning environments
3. Design, modify, and adapt curricula to meet the goals of students
4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress
5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities
6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices
7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.

Process for Assessing each Student Learning Outcome

<i>Objectives</i>	<i>Assessments</i>	<i>Changes Made or Planned</i>	<i>Assessments Planned</i>
<p>1. Understand the individual development and differences of learners with exceptionalities and apply this knowledge to instructional design and implementation</p> <p>2. Create individualized, inclusive, safe, and culturally responsive learning environments</p> <p>3. Design, modify, and adapt curricula to meet the goals of students</p> <p>4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress</p> <p>5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities</p> <p>6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices</p> <p>7. Collaborate with families, individuals with exceptionalities, other school professionals, and</p>	<p>Use Praxis test 5354; 2022-2023 100% of graduates who took the test passed Praxis 5354, Special Education</p> <p>Use Praxis Test 5511; EPP mean 165.72, exceeding Arkansas qualifying score (148)</p> <p>Use Foundations of Reading; 2022-2023 73% of graduates taking the test passed</p> <p>Review all graduating seniors' GPA; all 2023 graduates with GPAs of 3.0+.</p> <p>Include key assessments in specific courses; in 2023 100% of graduates passed key assignments across coursework.</p> <p>TESS data; 2023 SPED BSE scores exceeded the EPP as a whole</p> <p>Employer survey data; 100% of 2022 completers scored prepared or well prepared across 9/15 questions.</p>	<p>Planned redesign of assessment course completed in fall 2024</p> <p>Curriculum course redesigned in spring 2024 to include content noted as opportunities by mentor teachers</p> <p>University internship liaison will be teaching Seminar in the Fall 2024 to provide more opportunities for assistance with instructional design and planning</p> <p>Planned focus group of internship mentor teachers provided feedback on strengths and needs of candidates (i.e., formative assessment methods, curriculum development, co-teaching and co-planning)</p> <p>Planned redesign of literacy course field experience to enhance practice-based experiences</p>	<p>HLP data continues to be used for ongoing program evaluation.</p> <p>Planning review of course content and standard alignment to identify overlap and gaps across courses</p> <p>Exit interviews conducted with all graduates</p>

community service providers to address the needs of individuals with exceptionalities.			
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1. Timeline for assessment and analysis

Key assessments are collected throughout coursework and analyzed by course instructor; Praxis and Foundations of Readings results are collected and analyzed by the Razorback Educator Development Center and report to each program annually; mentor evaluation data are analyzed each semester; candidate exit interview data are reviewed annually

2. Means of assessment and desired level of student achievement

Licensure assessment (i.e., Praxis; Foundations of Reading) scores are obtained and analyzed by the RED Hub. Key assessments in courses are collected and evaluated during key courses across learning blocks.

3. Reporting of results

A bi-annual assessment report is developed by the Office of Teacher Education. Results are discussed at the annual CITCon (Continuous Improvement Team Conference) conference at the end of the spring semester and program faculty meetings. Action plans for each program and the EEP collectively are developed.