



Masters in Special Education (SPEDME)

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.)

The Inclusive Education and Clinical Program’s Special Education Master’s in Special Education program leading to initial license prepares special educators who have specialized knowledge and skills to meet the educational needs of learners, kindergarten through grade 12, with exceptionalities.

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>
1. Understand the individual development and differences of learners with	Use Praxis test 5354; 2022-2023 100% of	Redesign of assessment course completed summer	HLP data continues to be used for

<p>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 community service providers to address the needs of individuals with exceptionalities.</p>	<p>graduates who took the test passed</p> <p>Use Praxis Test 5511; 100% of graduates who took the test passed</p> <p>Use Foundations of Reading; 2022-2023 100% 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>Employer survey data; 100% of 2022 completers scored prepared or well prepared across 11/15 questions.</p>	<p>2024; implemented fall 2024</p> <p>Planned redesign of literacy course to strengthen practice-based application</p> <p>Planned redesign of practicum course to increase time in field for initial-licensure candidates and to align with aspiring teacher rubric</p>	<p>ongoing program evaluation.</p> <p>Exit interviews conducted with all graduates.</p>
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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.