

# **Bachelors in Special Education (SPEDBS)**

**2021-2022**

## **Annual Academic Assessment Report**

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

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

### **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.*

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

*No changes in the assessment process*

## **Academic Assessment Plan**

### **Program Goals (3-4)**

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)**

Program objectives include the preparation of future special educators to (based on Council for Exceptional Children standards):

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, and
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**

<b>Objectives</b>	<b>Assessment</b>	<b>Changes Made/Planned</b>	<b>Assessment Made/Planned</b>
<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 environment.,</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>Use Praxis test 5354; 2021-2022 12/14 of graduates who took the test passed Praxis 5354, Special Education, by May 2022</p> <p>Use Praxis Test 5511; 2021-2022 11/12 of graduates taking the test passed Praxis 5511 Fundamental Subjects</p> <p>Use Foundations of Reading test; 2021-2022 5/7 on first attempt; 2<sup>nd</sup> attempt data not available</p> <p>Review all graduating seniors’ GPA; all 2022 graduates with GPAs of 3.0+.</p> <p>Include key assessments in specific courses; in 2022 100% of graduates passed key assignments across coursework.</p>	<p>Realigned syllabi with new Council for Exceptional Children standards</p> <p>Curriculum course to be changed to focus more on High Leverage Practices</p> <p>Assessment course to be changed to include more emphasis on curriculum-based measurement</p> <p>Math and Science course incorporated school partnership field experience for all students – very effective</p> <p>Changed field experiences for Wednesday for all students</p>	<p>Modified formative assessment tool in collaboration with field mentors to better reflect student progress</p> <p>HLP data restructured through Qualtrics to better capture change and inclusion of self-efficacy data</p> <p>Focus groups of graduating seniors reviewed program details planned.</p> <p>Exit interviews conducted with all graduates through OTE survey.</p> <p>Piloting of special education specific graduate survey planned for 2022.</p> <p>Planning for focus group of internship mentor teachers to evaluate their experiences</p>

<p>6.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>			

**Timeline for assessment and analysis**

Key assessments are collected throughout coursework and analyzed by course instructor; Praxis results are collected and analyzed by the Office of Teacher Education and report to each program annually.

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

Praxis scores are obtained and analyzed by the Office of Teacher Education. Key assessments in courses are collected and evaluated during key courses across learning blocks.

**Reporting of results**

An 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.