

Bachelors in Special Education (SPEDBS)

2024-2025

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 of Praxis 5354 Licensure Exam; 100% of 2023-2024 graduate passed this exam on the 1st attempt, further average exceeded the minimum passing score by 39 points</p> <p>Use of Foundations of Reading Licensure Exam; 2023-2024 83% of graduates taking the test passed</p> <p>Review all graduating seniors' GPA; 2024 completer average GPA 3.8</p> <p>Use of key assessments in specific courses; in 2024 100% of graduates passed key assignments across coursework.</p> <p>TESS data; fall 2024 SPED BSE scores exceeded the EPP as a whole in 68% of assessed domain components.</p> <p>Use of BSE Crosswalk data to identify gaps and overlap across BSE courses</p>	<p>Program modification to include addition of Professional and Family Partnership Course -this has continuously been noted as an opportunity for development</p> <p>SPED faculty have reviewed course content and standard alignment and are actively working to address overlap and competency gaps in program curriculum. Changes to curricula will be initiated in fall 2025</p> <p>University internship liaison will be taught seminar in the Fall 2024 to provide more opportunities for assistance with instructional design and planning</p> <p>Focus group of internship mentor teachers provided feedback on strengths and needs of candidates (i.e., formative</p>	<p>HLP data continues to be used for ongoing program evaluation.</p> <p>Licensure exam data will continue to be used for program evaluation</p>

community service providers to address the needs of individuals with exceptionalities.		<p>assessment methods, curriculum development, co-teaching and co-planning)</p> <p>Redesign of literacy course field experience to enhance practice-based experiences</p> <p>The curriculum class will be redesigned in 2025-2026 and delivered concurrently with the fall residency course. This will strengthen candidate application of instructional design and methods.</p> <p>Plans to collect Individualized Education Program samples to enhance student knowledge in this identified area of need</p>	
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1. Timeline for assessment and analysis

Key assessments are collected throughout coursework and analyzed by course instructors; Praxis and Foundations of Readings results are collected and analyzed by the Razorback Educator Development Center then reported to each program and analyzed at the program-level annually; mentor evaluation data are analyzed each semester; candidate perceptions of preparedness and 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. Student perceptions of preparedness are analyzed during internship.

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. Program faculty regularly monitor and discuss student progress. Action plans for the program are developed by program faculty. These plans are guided by data collected each semester.