



Master’s in Education in Special Education (SPEDME)  
2019-2020 Program Assessment

Program Goals and Objectives

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.

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 learner’s 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.

<i>Objectives</i>	<i>Assessment</i>	<i>Changes Made/Planned</i>	<i>Assessment Made/Planned</i>
1. Understand the individual development and differences of learner’s with exceptionalities and apply this knowledge to instructional design and implementation, 2. Create individualized, inclusive, safe, and	2019 graduates 100% passed Praxis 5354 Praxis 5511  2020 graduates 100% passed Comprehensive Exam  All candidates graduated with GPAs of 3.0+	Teaching Across the Content Areas course was changed in Spring 2020 to address needs of broader group of students with disabilities (high incidence disabilities)  Asked Dr. Derreck Mears to create a lesson on use of Google Classroom for Special	Considering in 2020 how to use HLP data for ongoing program evaluation. Need more program specific data.  Summer 2019 Practicum Redesign completed to



<p>culturally responsive learning environments,</p> <ol style="list-style-type: none"> <li>3. Design, modify, and adapt curricula to meet the goals of students,</li> <li>4. Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress,</li> <li>5. Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities,</li> <li>6. Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices, and</li> <li>7. Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities.</li> </ol>	<p>All 2020 graduates passed key assignments across coursework</p>	<p>Education MEd students in Teaching Across Content areas</p> <p>HLP text being used for Inclusive Practices and Practicum starting Summer 2020</p> <p>CAEP action steps 2019:</p> <ol style="list-style-type: none"> <li>1. Realign course catalog information, course work and assessments across standards – were completed</li> <li>2. Revise specific courses to ensure alignment - were completed</li> <li>3. Survey HLP understanding and self-efficacy – to be completed in 2020</li> <li>1. School administrators review revised practicum - completed</li> <li>2. Review exist surveys and apply to program alignment – to be completed in 2020</li> <li>3. New internship site and mentor identification process - completed</li> <li>4. Zoom meetings with mentors – completed</li> </ol>	<p>include new key assignment</p> <ol style="list-style-type: none"> <li>1. Monthly TESS evaluations incorporated into practicum experience from university liaisons, mentors , and self-assessment</li> <li>2. Research project in practicum</li> <li>3. Analysis of student data</li> <li>4. Creation of digital portfolio</li> <li>5. Review EDA each semester</li> </ol>
---	--	--	--



		<p>5. Revised practicum process and experiences - completed</p> <ol style="list-style-type: none"><li>1. Complete EDA training – devised to be piloted in 2020</li><li>2. Introduce EDA in coursework – devised to be piloted in 2020</li><li>3. Review EDA each semester – to be piloted in 2020</li></ol> <ol style="list-style-type: none"><li>1. Recruitment efforts for T4T scholars and other MEd students</li><li>2. Seek grant funding for Special Education teacher preparation and leadership through OSEP – awarded in 2019</li></ol> <ol style="list-style-type: none"><li>1. Realignment of coursework to ensure competencies related to use of technology for student learning and progress, needs of diverse students, and ability to analyze student progress</li></ol>	
--	--	---	--