

Masters in Special Education (SPEDME)

2020-2021

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.

Plan to develop post graduation assessment and employer assessment.

Academic Assessment Plan

Program Goals (3-4)

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)

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

Objectives	Assessment	Changes Made/Planned	Assessment Made/Planned
<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>6.continue to develop professional knowledge and practices.</p> <p>7. Collaborate with families, individuals with exceptionalities,</p>	<p>2020 and 2021 Praxis test 5354; 100% of graduates who took the test passed Praxis 5354, Special Education, by May 2020</p> <p>Use Praxis Test 5511; 2020-2021 100% of graduates taking comprehensive exam passed review</p> <p>Review all graduating seniors' GPA; all graduates with GPAs of 3.0+.</p> <p>Include key assessments in specific courses; in 2020- 2021 100% of graduates passed key assignments across coursework.</p>	<p>Comprehensive exam revised, piloted and finalized to better assess candidates' application of knowledge and preparation for future work as educators.</p> <p>Curriculum course revised, piloted, and finalized.</p> <p>Integration of technology across 4 courses</p> <p>Expanded use of VoiceThread across Coursework</p> <p>Embedded use of disposition process in practicum semesters</p>	<p>HLP data continues to be used for ongoing program evaluation.</p> <p>Planning for special education specific employer survey.</p> <p>Planning for focus group of internship mentor teachers</p>

other school professionals, and community service providers to address the needs of individuals with exceptionalities.			
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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.