



Masters in Special Education (SPEDME)

2022-2023

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.)

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

(A process must be defined and documented to regularly assess student learning and achievement of student learning outcomes. The results of the assessment must be utilized as

input for the improvement of the program.)

1. 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.
2. 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.
3. 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.

Objectives	Assessment	Changes Made/Planned	Assessment Made/Planned
1. Understand the individual development and differences of learners with exceptionalities and apply this knowledge to instructional design and implementation	2022-2023- 19 SPEDME Graduates 2022-2023Praxis test 5354; 1/1 graduates who took the test passed Praxis 5354, Special Education, by May 2023	Integration of technology across 4 courses Expanded use of VoiceThread across Coursework Inclusion of Vosaic to support students in practicum semesters	HLP data continues to be used for ongoing program evaluation. Special education specific employer survey is being finalized and piloted
2. Create individualized, inclusive, safe, and culturally responsive learning environment.,	Use Praxis Test 5511; 2022-2023 1/1 of graduates taking comprehensive exam passed review	Planning structuring of supports for masters students for preparation for foundations of reading exam for Spring 2023;	
3.Design, modify, and adapt curricula to meet the goals of students.	2022-2023Arkansas Foundations of Reading Test: 0/0students took the exam	encourage early to attend Bachelors of Special Education booster session	

<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, other school professionals, and community service providers to address the needs of individuals with exceptionalities.</p>	<p>Review all graduating GPA; all graduates with GPAs of 3.0+.</p> <p>Include key assessments in specific courses; in 2022- 2023 100% (19/19) of graduates passed key assignments across coursework.</p>		
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