

Masters in Special Education (SPEDME)

2024–2025

Academic Assessment Plan

Results from last year's assessment in table below:

- SPEDME 2024-2025 Graduates = 14 completed since June 2024

Program Goals (3-4)

Program goals are broad general statements of what the program intends to accomplish and describe 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.

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

| Objectives | Assessments | Changes Made or Planned | Assessments Planned |
|--|--|--|---|
| <ol style="list-style-type: none"> Understand the individual development and differences of learners with exceptionalities and apply this knowledge to instructional design and implementation Create individualized, inclusive, safe, and culturally responsive learning environments Design, modify, and adapt curricula to meet the goals of students Effectively and without bias assess the individualized needs of students with exceptionalities, as well as their progress Identify, adapt, and implement evidence-based instructional strategies to advance the learning of students with exceptionalities Use professional ethical standards, support other's use of these standards, and continue to develop professional knowledge and practices Collaborate with families, individuals with exceptionalities, other school professionals, and community service providers to address the needs of individuals with exceptionalities. | <p>2024-2025: Praxis Test 5354- No new data from completers</p> <p>2024-2025: Praxis Test 5511- No new data from completers</p> <p>2024-2025: Foundations of Reading - No new data from completers</p> <p>2024 100% graduates with GPAs of 3.0+.</p> <p>Key assessments in specific courses; in 2024 -2025 100% of graduates passed key assignments across coursework.</p> <p>Comprehensive Exam in 2024 -2025 100% of graduates passed.</p> | <p>Redesign of Professional and Family Partnerships course to be completed summer 2025; will be implemented Fall 2025.</p> <p>Redesign of ABA and Classroom Management for Teachers course to be completed summer 2025; will be implemented Fall 2025.</p> <p>Planned redesign of Extensive Support Needs course in Fall 2026 to be implemented Spring/Summer 2026.</p> <p>Handbooks revised across SPED programs, endorsements, and graduate certificates.</p> <p>We made changes to programs of study to align with the department of education year-long residency requirements for students seeking initial licensure.</p> | <p>HLP data continues to be used for ongoing program evaluation.</p> <p>Exit interviews conducted with all graduates.</p> |

1. Timeline for assessment and analysis

Key assessments are collected throughout coursework and analyzed by course instructor; Praxis and Foundations of Readings results are collected and analyzed by the Razorback Educator Development Center and report to each program annually; mentor evaluation data are analyzed each semester; candidate 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.

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 and program faculty meetings. Action plans for each program and the EEP collectively are developed.