

B.S. ED. Special Education – *Mental Retardation* Program Assessment 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote educational excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p>	<p>1.a The beginning teacher in Special Education demonstrates knowledge of characteristics of the learner with exceptional learning needs.</p> <p>2.a The beginning teacher in Special Education demonstrates competence in instructional planning, strategies and techniques.</p> <p>3.a The beginning teacher in Special Education demonstrates competence in classroom management.</p> <p>4.a The beginning Special Education teacher demonstrates knowledge and skill in the use and administration of assessments.</p> <p>5.a The beginning Special Education teacher considers the role of research in effective teaching.</p> <p>6.a The beginning Special Education teacher demonstrates competence in communication and consultation.</p>	<p>1.a Praxis II Examination</p> <p>2.a Course-based exhibitions, lab related authentic experiences, evaluations from field-based supervisors</p> <p>3.a Course-based exhibitions, evaluations from field-based supervisors</p> <p>4.a Course-based exhibitions, lab related authentic experiences, evaluations from field-based supervisors</p> <p>5a Course-based exhibitions, evaluations from field-based supervisors</p> <p>6.a Evaluations from field-based supervisors</p>	<p>1.a The candidates who took the Praxis II Special Education test between 2003 and 2004, 100 % passed.</p> <p>2.a Successful completion of coursework; satisfactory evaluation from field-based supervisors.</p> <p>3. a Satisfactory evaluation from field-based supervisors.</p> <p>4.a Successful completion of coursework; satisfactory evaluation from field-based supervisors.</p> <p>5.a Successful completion of coursework; satisfactory evaluation from field-based supervisors.</p> <p>6.a Satisfactory evaluation from field-based supervisors.</p>	<p>The Program in Mental Retardation will be discontinued beginning with Fall 2005 semester in order to comply with the new State PSC requirements to offer a degree in Special Education – General Curriculum.</p> <p>Disposition evaluations will continue to be conducted on all candidates to measure the professionalism, attitude, and collaborative nature of all candidates.</p> <p>The Adaptive and assistive technology course SPED 4105 will be retained in the new program and offered every fall in the new Adaptive and Assistive Technology Lab.</p> <p>Teacher Education candidates are required to participate in the InTech course in the semester they take student teaching.</p>

M. ED. Special Education – *Behavior Disorders* Program Assessment 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote educational excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p>	<p>1.a The teacher in Special Education demonstrates knowledge of characteristics of the learner with behavior disorders.</p> <p>2.a The teacher in Special Education demonstrates proficiency in instructional planning, strategies and techniques for students with behavior disorders.</p> <p>3.a The teacher in Special Education demonstrates proficiency in classroom management for students with behavior disorders.</p> <p>4.a The Special Education teacher demonstrates proficiency in the use and administration of assessments to students with behavior disorders.</p> <p>5.a The Special Education teacher considers the role of research in effective teaching of students with behavior disorders.</p> <p>6.a The Special Education teacher demonstrates proficiency in communication and consultation.</p>	<p>1.a Praxis II Examination, exit examinations, Course-based exhibitions, evaluations from field-based practica experiences</p> <p>2.a Course-based exhibitions, lab related authentic experiences, evaluations from field-based practica experiences</p> <p>3.a Portfolio evaluations from field-based practica experiences</p> <p>4.a Portfolio evaluations from field-based practica experiences</p> <p>5a Portfolio evaluations from field-based practica experiences</p> <p>6.a Portfolio evaluations from field-based practica experiences</p>	<p>1.a Praxis II pass rates were 100%. Passage of exit examinations</p> <p>2.a Successful completion of coursework; successful completion of portfolio from practica experiences.</p> <p>3.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>4.a . Successful completion of portfolio from practica experiences; successful completion of lab experiences .</p> <p>5. a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>6.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p>	<p>The Program in Behavior Disorders will be discontinued beginning with Fall 2006 semester in order to comply with the new State PSC requirements to offer a degree in Special Education – Mild Disabilities.</p> <p>Graduate Disposition evaluations will continue to be conducted on all teachers to measure the professionalism, attitude, and collaborative nature of their work.</p> <p>The Adaptive and assistive technology course new program and offered every Spring in the new Adaptive and Assistive Technology Lab.</p> <p>Exit examination will continue in the research – based format and will be offered Fall and Spring.</p>

M. ED. Special Education – *Learning Disabilities* Program Assessment 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote educational excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p>	<p>1.a The teacher in Special Education demonstrates knowledge of characteristics of the learner with learning disabilities.</p> <p>2.a The teacher in Special Education demonstrates proficiency in instructional planning, strategies and techniques for students with learning disabilities.</p> <p>3.a The teacher in Special Education demonstrates proficiency in classroom management for students with learning disabilities.</p> <p>4.a The Special Education teacher demonstrates proficiency in the use and administration of assessments to students with learning disabilities.</p> <p>5.a The Special Education teacher considers the role of research in effective teaching of students with learning disabilities.</p> <p>6.a The Special Education teacher demonstrates proficiency in communication and consultation.</p>	<p>1.a Praxis II Examination, exit examinations, Course-based exhibitions, evaluations from field-based practica experiences</p> <p>2.a Course-based exhibitions, lab related authentic experiences, evaluations from field-based practica experiences</p> <p>3.a Portfolio evaluations from field-based practica experiences</p> <p>4.a Portfolio evaluations from field-based practica experiences</p> <p>5a Portfolio evaluations from field-based practica experiences</p> <p>6.a Portfolio evaluations from field-based practica experiences</p>	<p>1.a Praxis II pass rates were 100%. Passage of exit examinations</p> <p>2.a Successful completion of coursework; successful completion of portfolio from practica experiences.</p> <p>3.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>4.a . Successful completion of portfolio from practica experiences; successful completion of lab experiences .</p> <p>5. a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>6.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p>	<p>The Program in Learning Disabilities will be discontinued beginning with Fall 2006 semester in order to comply with the new State PSC requirements to offer a degree in Special Education – Mild Disabilities.</p> <p>Graduate Disposition evaluations will continue to be conducted on all teachers to measure the professionalism, attitude, and collaborative nature of their work.</p> <p>The Adaptive and assistive technology course new program and offered every Spring in the new Adaptive and Assistive Technology Lab.</p> <p>Exit examination will continue in the research – based format and will be offered Fall and Spring.</p>

M. ED. Special Education – *Mental Retardation* Program Assessment 2004-2005

Expanded Statement of Institutional Purpose	Program Intended Outcomes	Assessment Method and Criteria	Assessment Results	Use of Results
<p><u>Mission Statement</u></p> <p>To serve the educational needs of a diverse student population</p> <p>To promote educational excellence</p> <p>To develop critical thinking skills and effective communication practices</p> <p>To develop proficiency in technological skills</p>	<p>1.a The teacher in Special Education demonstrates knowledge of characteristics of the learner with exceptional learning needs.</p> <p>2.a The teacher in Special Education demonstrates proficiency in instructional planning, strategies and techniques.</p> <p>3.a The teacher in Special Education demonstrates proficiency in classroom management.</p> <p>4.a The Special Education teacher demonstrates proficiency in the use and administration of assessments.</p> <p>5.a The Special Education teacher considers the role of research in effective teaching.</p> <p>6.a The Special Education teacher demonstrates proficiency in communication and consultation.</p>	<p>1.a Praxis II Examination, exit examinations, Course-based exhibitions, evaluations from field-based practica experiences</p> <p>2.a Course-based exhibitions, lab related authentic experiences, evaluations from field-based practica experiences</p> <p>3.a Portfolio evaluations from field-based practica experiences</p> <p>4.a Portfolio evaluations from field-based practica experiences</p> <p>5a Portfolio evaluations from field-based practica experiences</p> <p>6.a Portfolio evaluations from field-based practica experiences</p>	<p>1.a Praxis II pass rates were 100%. Passage of exit examinations</p> <p>2.a Successful completion of coursework; successful completion of portfolio from practica experiences.</p> <p>3.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>4.a . Successful completion of portfolio from practica experiences; successful completion of lab experiences .</p> <p>5. a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p> <p>6.a Successful completion of portfolio from practica experiences; successful completion of lab experiences</p>	<p>The Program in Mental Retardation will be discontinued beginning with Fall 2006 semester in order to comply with the new State PSC requirements to offer a degree in Special Education – Mild Disabilities.</p> <p>Graduate Disposition evaluations will continue to be conducted on all teachers to measure the professionalism, attitude, and collaborative nature of their work.</p> <p>The Adaptive and assistive technology course new program and offered every Spring in the new Adaptive and Assistive Technology Lab.</p> <p>Exit examination will continue in the research – based format and will be offered Fall and Spring.</p>