

Major Field Assessment Report

Program: Special Education – General Curriculum- Undergraduate **Academic Year:** 2005 -2006

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. In AY 2005-2006, fourteen students took the Teaching Students with MR Praxis II test. Thirteen students (93%) passed. Of the seven students who completed the B.S.Ed. program in AY 2005-2006, three took the Praxis II MR test and two (67%) 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 was discontinued with the 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 was 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> <p>Currently all students are trained to be “highly qualified” in Reading, however new course offerings are being designed to enable them to be HQ in other content areas.</p>

Major Field Assessment Report

Program: M.ED. Special Education – Behavioral Disorders Program Assessment Academic Year: 2005-2006

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. In AY 2005-2006, nine of nine students (100%) took and passed the Teaching Students with BD Praxis II test. The pass rate on exit examinations was 85%.</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 Behavioral 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 – General Curriculum.</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 will be continued in the new program and offered every Spring and Summer 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>

Major Field Assessment Report

Program: M.Ed. Special Education - *Learning Disabilities*

Academic Year: 2005 - 2006

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. In AY 2005-2006, seven students took the Praxis II Teaching Students with LD test. Five students (71%) passed. Nine students completed the LD program in 2005-2006 and two of those students took and passed the Praxis II LD test. One program completer took and passed the Praxis II MR test. The pass rate on exit examinations was 100%.</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 – General Curriculum.</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 will be continued in the new program and offered every Spring and Summer 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>

Major Field Assessment Report

Program: M. ED. Special Education – *Mental Retardation* Program Assessment

Academic Year: 2005-2006

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. In AY 2005-2006, fourteen students took the Teaching Students with MR Praxis II test. Thirteen students (93%) passed. The pass rate on exit examinations was 100%.</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 – General Curriculum.</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 will be continued in the new program and offered every Spring and Summer 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>