

Major Field Assessment Report

Program: Special Education – General Curriculum- Undergraduate

Academic Year: 2006 -2007

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</p>	<p>1.a GACE Examination, 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-</p>	<p>1.a The candidates who took the GACE Special Education tests in 2007 had a 100 % pass rate. The students who had completed the program had a Praxis II pass rate of 100%.</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</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 were 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</p>

	consultation.	based supervisors	from field-based supervisors.	to enable them to be HQ in other content areas.
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Major Field Assessment Report

Program: Graduate Special Education – General Curriculum

Academic Year: 2006 - 2007

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 GACE examinations, exit examinations, PRAXIS II 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>1.a GACE pass rates were 100%. Praxis II Pass rates for program completers was 100%. Passage of exit examinations were 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</p>	<p>The Program in Learning Disabilities was 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 were conducted on all teachers to measure the professionalism, attitude, and collaborative nature of their work.</p> <p>The Adaptive and assistive technology course was continued in the Special Education – General Curriculum program and offered every Spring and Summer in the Adaptive and Assistive Technology Lab.</p> <p>Exit examination continued to be offered in the research –based format and will be offered Fall and Spring.</p>

		6.a Portfolio evaluations from field-based practica experiences	of portfolio from practica experiences; successful completion of lab experiences	
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Major Field Assessment Report

Program: M. ED. Special Education – Behavioral Disorders Program Assessment Academic Year: 2006-2007

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, GACE Examinations, 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>1.a Praxis II pass rates for program completers were 100%. Pass rates of exit examinations were 100%. The results from the new GACE Exam were 100% pass rates.</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</p>	<p>The Program in Behavioral Disorders was 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 was 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>

		6.a Portfolio evaluations from field-based practica experiences	of portfolio from practica experiences; successful completion of lab experiences	
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Major Field Assessment Report

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

Academic Year: 2006-2007

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, GACE examinations, 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>1.a Praxis II pass rates were 100% for program completers. Pass rates for exit examinations were 100%. The Pass rates for the new GACE examination were 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</p>	<p>The Program in Mental Retardation was 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 was 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>

		6.a Portfolio evaluations from field-based practica experiences	of portfolio from practica experiences; successful completion of lab experiences	
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