

M.Ed. in Special Education 2017-2018

Program Goals

The SPED Goals for the 2017-18 school year were:

1. Introduce Taskstream for all sped teacher education scholars
2. Infuse IEP content in courses
3. Develop a common lesson plan to be used in all courses
4. Teach Goal attainment scaling to increase the quality of goal writing for our students.

The following data were collected across the 2016-17 and 2017-18 school years:

- Portfolio Assessment,
- Comprehensive examination,
- Praxis scores, and
- Exit interview summary

Fall 2017											
Portfolio Assessment									Final Practicum	Praxis	Comprehensive Exam (MEd Only)
Name	CEC Standard 1	CEC Standard 2	CEC Standard 3	CEC Standard 4	CEC Standard 5	CEC Standard 6	CEC Standard 7	Needs Improvement, meets criteria, distinguished	Grade	Pass or Fail	Needs Improvement, meets criteria, distinguished
1	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	Pass	Pass
2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished
3	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished
4	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished

Spring 2018											
Portfolio Assessment									Final Practicum	Praxis	Comprehensive Exam (MEd Only)
Name	CEC Standard 1	CEC Standard 2	CEC Standard 3	CEC Standard 4	CEC Standard 5	CEC Standard 6	CEC Standard 7	Needs Improvement, meets criteria, distinguished	Grade	Pass or Fail	Needs Improvement, meets criteria, distinguished
1	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished Pass
2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished Pass
3	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	Pass	Meets Criteria Pass
4	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	Pass	Pass
5	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	Pass	Pass
6	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Meets Criteria	Pass	Pass	Pass
7	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished
8	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished
9	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Product 1 Product 2	Distinguished	Pass	Pass	Distinguished

Results and Recommendations

Data or Evidence Reviewed	Identified Areas for Improvement if Necessary	Proposed Changes if Any	Lessons learned	Description of Process for Changes and Timeline	Person Responsible
May 7, 2018	Incoming student GPA/Praxis Scores	With incoming BSE cohorts, prospective students will not be interviewed if GPA falls below 3.0 or they haven't passed Praxis Core.	-We have more applicants than spots	With next interview	Academic Advisors Tom Smith
May 7, 2018	Collect data for candidate impact on student growth	-candidates demonstrate collection and analysis of student data -internship faculty supervisors collect internship data on student performance -collect reflection data -collect student data and evaluated student growth	-Multiple observers (how many times, who is coming, feedback) -Process for evaluation	During the evaluation of disposition in final semester, program faculty will review student portfolios and impact on student learning. In Math and Science course and Reading course students will complete pre/post test of learning.	Tom Smith Math/Science/Reading course faculty
May 7, 2018	Diversity beyond disability	-internship/field experience placements -disproportionality (assessment, behavior, inclusion, seclusion/restraint, identification) -issues of poverty and rural communities	-Placements with diverse demographics -Emphasis on topics in courses/seminar -Selecting books for group readings/review	Included in the following courses: Assessment Severe Disabilities ABA for Teachers Transition ASD	All faculty
May 7, 2018	Integration of technology	-two key assessment across programs include integration of technology -use Excel to collect data and analyze -use technology to support communication/learning -make explicit integration of technology across coursework: Severe Disabilities, ABA, Assessment, Assistive Technology	-Emphasizing use of technology in courses, so students can apply use in the field	Key assessments will be reviewed for inclusion of transition in fall 2018. Courses to integrate technology into key assessments: - Assessment - Assistive Technology - Severe Disabilities - ABA for Teachers	All faculty Followed up by Suzanne Kucharczyk