

End of Year Assessment Report for Programs

Program: Special Education

Semester/year: Spring 2020

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Submission date: June 2020

Program Objectives

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

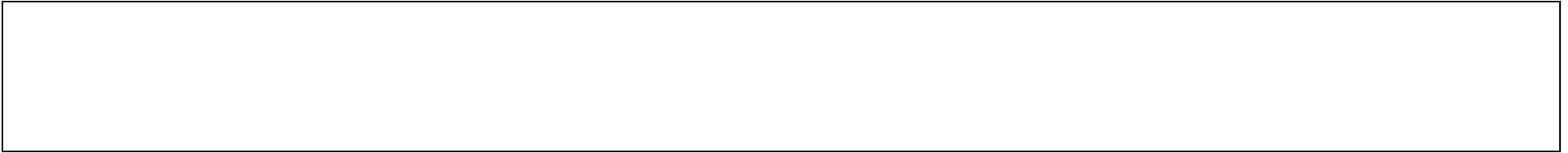
Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by Unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope --consistent with the Mission Statement of Greenville College to be a "Christ-centered" college in the liberating arts and sciences.



Assessment Methods and Benchmarks- Spring

For each program objective, choose one “best representative” assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Concepts and Structure	EDUC 282- Neuroscience and S/L	EDUC 340-My Classroom Project	EDUC 401- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO2. Characteristics of Learners	EDUC 280- Diverse Learner Present	EDUC 333- CMP T2	EDUC 401- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO3. Learning Environments	EDUC 202- Quiz #2	EDUC 333- CMP T1	EDUC 401- TASK 2
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO4. Teaching Strategies	EDUC 280- Diverse Learn Supports	EDUC 282- Lesson Plans	EDUC 401- TASK 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO5. Higher Level Thinking	EDUC 101- Current topic present	EDUC 340-Neuroscience and S/L	EDUC 401- TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO6. Assessment Strategies	EDUC 333- Data Collection Project	EDUC 340- EdTPA Task 3	EDUC 401: TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO7. Distinguish Roles of Stakeholders	EDUC 280- Diverse Learner Supports	EDUC 340- Grading Practices Exploration	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO8. Goals of Education	EDUC 101- Essay #1	EDUC 282- Reference Document	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence: N/A
PO9. Professionally Current	EDUC 202- Research Project	EDUC 333- Debate	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO10. Articulated Dispositions	EDUC 202- Co Teacher Evaluation	EDUC 280- IEP team Simulation	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

PO11. Communicated Effectively	<i>EDUC 101- Current Hot Topic Presentation</i>	EDUC 280-CoTeaching Plan	<i>Seminar- Dispositions</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	<i>EDUC 333- CMP T2</i>	<i>Seminar- Dispositions</i>
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

CAEP STANDARD 1

Exit Interview Data:

Question #1:

Discuss theories and/or theorists in your primary **content area** with which you most closely identify. What have they contributed to the field and why do you subscribe to these theories? Give an example from your clinical experiences to illustrate how you are applying one of those theories to your practice and describe its impact on student outcomes.

PROGRAM MEAN: 4.5 out of 5

Question #2:

Describe the ideal classroom community that you hope to create. Then, discuss specific expectations and procedures that you feel are critical in order to create the community you describe.

PROGRAM MEAN: 3 out of 5

Question #3:

Describe the link between assessment and instruction. Discuss critical factors that will influence your instructional decision-making and explain how considering these factors will help you to better serve students.

PROGRAM MEAN: 4 out of 5

Content Area Test Data:

PROGRAM MEAN: 267 out of 300, with 240 as the cut score

edTPA Data: Scores represent mean Program Scores

edTPA test score	47
edTPA Rubric Score	3.1
edTPA Rubric 1	2
edTPA Rubric 2	3.5
edTPA Rubric 3	4
edTPA Rubric 4	3.5
edTPA Rubric 5	2
edTPA Rubric 6	3.5

edTPA Rubric 7	4
edTPA Rubric 8	3.5
edTPA Rubric 9	3.5
edTPA Rubric 10	3
edTPA Rubric 11	1
edTPA Rubric 12	3
edTPA Rubric 13	3.5
edTPA Rubric 14	3.5
edTPA Rubric 15	3.5

CAEP STANDARD 2:

Disposition Reports: One report. See attached.

CAEP STANDARD 3:

Mean entry score of Basic Skills for admission to the program:

CAEP STANDARD 4:

Completer Reports:

Alumni Survey:

Special Education Survey Summary

A. Items rated lower (Somewhat well/Not well) on

How well did your teacher preparation program prepare you to:

- 1. Work with parents and families to better understand students and to support their learning.**
- 2. Teach in ways that support English Language Learners.**
- 3. Teach in ways that support academically gifted students**

B. Items that would have improved their teacher preparation:

- 1. More coaching and feedback during student teaching**
- 2. More opportunities to learn about and practice classroom management**
- 3. More opportunities to learn about and practice non-teaching tasks (e.g., communicating with parents, developing IEPs)**

C. Based on what you know so far, if someone could change any of the following items, which ones would be most important to improve your satisfaction with teaching? Choose the FIVE most important items.

- 1. Mentor support, Administrator support**
- 2. Fewer Mandated Assessments**
- 3. Instructional Resources**
- 4. Parental Support**
- 5. Salary and Benefits**

D. Items rated higher – Well/Very Well

How well did your teacher preparation program prepare you to:

- 1. Create an environment of high expectations for all students**
- 2. Develop positive and supportive relationships with students**
- 3. Teach the concepts, knowledge, and skills of your discipline**
- 4. Develop a variety of assessments (e.g., tests, observations, portfolios, performance tasks)**

Analysis of Assessment Findings- Spring

Discuss the significance of the findings of the current semester in light of the desired results. What did you learn from the assessment? In particular:

(1) What strengths and weaknesses do the findings reveal about the program and/or the assessment process?

The continuous cycle of looking at data has allowed us to discover areas that we have improved, as well as future areas to target for improvement.

Strengths: As reported in the data above, assessment is an area that has improved. Exit interview scores have improved, edTPA scores are above the state requirements, and Content area assessment scores are also above the state mean. Past graduates report the ability to build positive relationships with students, plan well for instruction, and collaborate well with other colleagues.

Weaknesses: As reported in the data above, past graduates felt least prepared for the challenges incurred in teaching ELL, gifted, and vulnerable learners. Classroom management was often challenging for them, as well as non-teaching practices such as talking with parents, sharing IEP's, etc.

(2) What impact have program changes in the last several years had on student learning (indicate those program changes that resulted from previous assessment findings)?

Adding components of edTPA planning in several courses has had a positive impact on students' ability to construct detailed lesson plans for the learners in their classroom. Students have also learned the importance of building respect and rapport with their students. Past graduates report collaboration experienced in coursework has benefitted their teaching and professional relationships.

(3) What impact have recent changes in the assessment process had on the quality and usefulness of the findings? Of particular importance to note are recent changes and improvements in the program that resulted from previous assessment effort.

Our department narrowed the scope and sequence of questions on the Exit Interview from 5 potential questions to three questions. We also changed protocol to insure every candidate was asked the same three questions to improve the validity and reliability of data collected for comparison purposes. Results seem to indicate this was a positive change, particularly on Question 1 with a mean of 4 out of 5. Mean scores had previously hovered between 2-3 for this question.

edTPA Results:

- **Rubric 1 – For SPED it is very difficult – Score 2**
- **Rubric 5 – This is tied to Rubric 1 – Score 2**
- **Rubric 11 – Analyzing the Focus Learners Performance – alignment for assessment – Score 1**

Disposition Report: – only one issued due to personal attributes of individual learning to manage time & communication.

CAEP Standard 4:

Strengths:

- Positive support
- High expectations for students
- Character education – support relationships
- Developed a variety of assessments (EDUC 340 & 418)

Sharing and Discussion of Assessment Findings - SPRING

Describe how assessment findings are typically shared and discussed among program faculty and other stakeholders. In particular, make clear the process for analyzing assessment findings and using them to make improvements in the program and/or the assessment process.

We have Department meetings on a monthly basis where we examine data, discuss any areas that need improvement and brainstorm methods for making those changes. Further we have monthly Committee of Teacher Education Meetings (COTE) to discuss with all stakeholders across the campus community any pertinent program findings/changes, and to share edTPA scores, results of alumni surveys, etc. Finally, we have meetings at the end of each semester to review all available data, look for trends, brainstorm problems/solutions, and make any needed program changes going forward.

Use of Assessment Findings for Program Improvement (Action Plan)- SPRING

(A) Describe any changes in (1) the program and/or (2) the assessment process that are planned in response to these assessment findings.

In response to the findings on this program and assessment review, we propose the following change:

Build a library of resources and case studies to use across programs consisting of best-practice videos for ELL students, gifted students, and vulnerable learners.

(B) Briefly summarize the status of the previous years' or semester's action plans. Are they complete, still being implemented, on hold, or some other status? **The previous year's action plan is complete.**

(C) For each intended improvement or change in the program stemming from this semester's data, provide a detailed timeline for follow-up data collection, data analysis, and data review.

Create library of videos and case studies program-wide for instruction and reference (from our ATLAS Subscription). Use case studies in all courses to view/describe/discuss what candidates could do differently program-wide with regard to teaching, accommodating and assessing three fictitious students (gifted, ELL, and some type of vulnerable learner) in lesson plans

Beginning in Fall 2019 for review at the end of Fall semester

- ✓ Working with parents and families
- ✓ Developing IEPs – making it required in FE – reflection on engaging with parents
- ✓ More exposure to English Language Learners (ELL) and gifted students
- ✓ More coaching/feedback during student teaching – related to edTPA?
- ✓ Mentor support – Revise student teaching evaluations to include face-to-face feedback from hosting teacher as well as the written evaluation.
- ✓ Use Charlotte Danielson Model
- ✓ More evaluations from the administrators of hosting schools regarding the hosting teachers (Rubric 11 - #3)
- ✓ Need more classroom management
- ✓ Align IEP goals with learning objectives and goals – justify assessment

Full Year Reflection- FALL/INTERTERM/SPRING TERMS

Supporting Documents- SPRING

[If you attach any supporting documents, please list them here. You may submit these supporting documents into the D2L dropbox.]