

Name:	Academic Program	Special Education
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Program Goal	Student Learning Outcome	Assessment Instruments and Frequency of Assessment	Expected Outcome	Summary of Data Collected	Review of Results and Actions Taken
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<p>1. Graduates in Multi-categorical Special Education (SPED) will demonstrate specific knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching (ADEPT) and the Lander University Department of Teacher Education (DTE) Conceptual Framework.</p>	<p>SPED candidates will reach “at standard” (for consistent performance) on each of the five components of teacher performance (planning, lesson implementation, assessment, learning environment development, and professional responsibilities and teaching dispositions) on the Lesson Observation Conference Form.</p>	<p>Lesson Observation Conference Form during EDUC 461 Directed Teaching (and at multiple points in early program) is used to score SPED candidates’ performance as a teacher.</p> <p>Data collection each fall and spring semesters.</p>	<p>During EDUC 461, 90% of SPED candidates will attain “at standard” or higher on each of the five components of the Lesson Observation Conference Form required for a grade of “Pass.”</p>	<p>100% of SPED candidates entering EDUC 461 during fall/spring 2007-2008 (N = 13) attained “at standard” or higher on the LOCF as evidenced by passing EDUC 461, a requirement for graduation in the major.</p> <p>In-house assessment report for the last five years.</p>	<p>This is an area of program strength as evidenced by a consistently high pass rate for EDUC 461. Early-program use of the LOCF with opportunities for re-teaching has been institutionalized across sequential SPED program courses. The LOCF will be posted through LiveText in order to provide formative assessment information quickly.</p>
	<p>SPED graduates will evidence the knowledge, skills, and dispositions to be effective teachers through a portfolio of artifacts and reflection statements scored “at standard” or higher on each of five components of the DTE Conceptual Framework,</p>	<p>Portfolio Rating Form at program completion is used to score evidence of knowledge, skills, and dispositions (Conceptual Framework and ADEPT)</p> <p>Data collection each fall and spring semesters.</p>	<p>90% of SPED graduates will attain “at standard” or higher on a summative portfolio of artifacts scored by the Portfolio Rating Form required for recommendation for certification.</p>	<p>100% of SPED candidates (N = 13) attained “at standard” or higher by the Portfolio Rating Form and were recommended for certification.</p>	<p>A revised Portfolio Rating Form will be implemented in fall 2009.</p> <p>Revisions improve clarity on points that have received frequent questions. New ADEPT and NCATE content is included.</p>

	includes ADEPT standards				
2. Graduates in Multi-categorical Special Education (SPED) will demonstrate both breadth and depth of knowledge and skills in the content areas required for elementary teacher certification by the South Carolina Department of Education	Graduates in SPED will demonstrate a breadth of knowledge about principles of special education including nature of exceptionalities and the impact on the student's life, legal and societal Issues, and how to deliver services to students with disabilities.	Praxis II Content area test: 20353 – Education of Exceptional Students: Core Content Knowledge The test is available year-round and an annual report is provided by ETS.	90% of graduates will attain scores required for SC teacher certification in Multi-categorical Special Education.	100% pass rate 2006-07 Praxis II report for SPED graduates: for test 20353 (N = 8)	This is an area of program strength as evidenced by a consistently high pass rate.
	Graduates in SPED will demonstrate ability to apply the principles of special education to situations that a teacher is likely to encounter in teaching students with mild to moderate disabilities.	Praxis II Content area test: 10542 – Education of Exceptional Students: Mild to Moderate Disabilities. The test is available year-round and an annual report is provided by ETS.	90% of graduates will attain scores required for SC teacher certification in Multi-categorical Special Education.	80% pass rate for 2006-07 Praxis II report for SPED graduates: for test 10542 (N =5)	Maintenance of case study writing and reflective writing in the SPED program -- activities which provide practice in responding to complex problems thoughtfully and in depth.
3. Graduates in Multi-categorical Special Education (SPED) will be placed in high-quality diverse school	Not applicable.	Evaluation of Directed Teaching by the Teacher Candidate. Each fall and spring semester.	90% or more of Teacher Candidates responded positively to question 1 ("My directed teaching experience was	100% of candidates responded positively, affirming that their directed teaching experience was "sufficient". 96%, spring 2007 97%, fall 2007	Each site is evaluated annually for continuation. As a result, some placement sites have been stricken from use.

settings.			sufficient to prepare me for teaching in the classroom.”)	96%, spring 2008 Table of data from Evaluation of Directed Teaching by the Teacher Candidate.	
		Director of Field Placement evaluates potential field placements annually on diversity field placement rating . Each candidate has at least one placement in a diverse field setting over the duration of the program of studies. Included in annual NCATE report for DTE graduates.	90% of SPED graduates will have at least one field placement in a school with a diversity field placement rating of 2. Diversity rating of 2 indicates at least 50% low SES and/or a minority enrollment of at least 40%.	100% of candidates exercised the ability to teach in at least one field placement school with a diversity rating of 2. NCATE Standard 4 Report has criteria list that has been used as an evaluative tool based on SES and race/ethnicity.	Criteria evaluation tool will be updated to include gender, English language learners (ELL) and disability percentages as per NCATE definition of diversity.
4. Graduates in Multi-categorical Special Education (SPED) will complete a teacher preparation program reflecting current theory and practice in	Not applicable	Program accreditation by National Council for Accreditation of Teacher Education and Council for Exceptional Children (NCATE/CEC) NCATE program review,	National recognition and accreditation based on professional standards NCATE/CEC and legal standards	Discrepancy between program requirements and CEC/NCATE standards was identified in these area: - planning formats to reflect goal-based IEP writing	Fall 2008, revision of course content in SPED 240 , 341 , 451 to introduce goal-based IEP writing and to strengthen class management skills. Revision of SPED program worksheets to

the profession.		accreditation listed on NCATE web site. and SPED program worksheets. Next scheduled review is 2011.		- candidate performance on Functional Behavior Assessment and Behavior Intervention	include new course Behavior/Classroom Management in 2008-2009.
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