Expected Outcomes: Content Knowledge

Program graduates will demonstrate the content knowledge necessary for Early Childhood Special Education.

Related typical general education outcomes:

6. Ability to Solve Open-Ended Problems
7. Written Communication
8. Oral Communication
9. Informed and Engaged Citizenship
10. Intercultural Knowledge and Diversity Awareness

Assessment methods

Method: Praxis II

The mean rating for the PRAXIS II: Test Code 0014 will be 150.

Findings:

The mean rating for the PRAXIS II: Test Code was 159.

How did you use findings for improvement?

The results did not provide information for program improvement. We made the decision to require the Special Education Core Knowledge and Application Assessment of the PRAXIS. This will provide us with specific information related to our students' understanding of special education content.

Additional comments:

As we were working on the logistics for this additional requirement, the Alabama State Department of Education certification requirements for Collaborative Teacher Certification added this assessment as a requirement. Now, all preservice teachers in Collaborative Teacher must pass the assessment prior to internship.

Method: Professional Work Sample (PWS): Planning

One hundred percent of Early Childhood Special Education preservice teachers will be rated competent or exemplary on the PWS: Planning.

Findings:

One hundred percent of the Early Childhood Special Education Teacher preservice teachers for which there were data were rated competent or exemplary on the PWS: Planning.

How did you use findings for improvement?

We met our goal. We are considering if we want to set individual goals for competent and exemplary. We continue to believe that the implementation of our Undergraduate Writing
Plan, which focuses on planning and revision of writing in the field (e.g., lesson plans), has helped our students with the planning part of the PWS.

Additional comments:

None

Expected Outcomes: Application & Implementation of Content Knowledge

Program graduates will demonstrate the ability to apply and implement content knowledge in professional settings.

Related typical general education outcomes:

6 Ability to Solve Open-Ended Problems
7 Written Communication
8 Oral Communication
9 Informed and Engaged Citizenship
10 Intercultural Knowledge and Diversity Awareness

Assessment methods

Method: PEPE

One hundred percent of the Early Childhood Special Education Teacher preservice teachers will be rated competent or exemplary for each of the 17 scales of the PEPE.

Findings:

For all of the PEPE scales except Orienting Students, Managing Student Behavior, and Communicating High Expectations, one hundred percent of the Early Childhood Special Education Teacher preservice teachers for which there were data were rated competent or exemplary. Twenty percent (1 student) of the students were rated as approaching competence on the Orienting Students, Managing Student Behavior, and Communicating High Expectations of the PEPE. Mean ratings for subscales ranged from 2.8-3.8. Note: data were available on 5 students.

How did you use findings for improvement?

We continue to reflect on how we can ensure students are able to apply and implement what they learn in class in real life settings. Students take 3 practica prior to internship. For practicum students who are weak in skills measured by the PEPE, we often suggest an additional practicum to develop weak skills.

Additional comments:

This fall we are piloting a new observation instrument with our interns. This is based on changes in the teach evaluation system in the state. We have been able to individualize the form to reflect content that is specific to special education. We are excited about the information this assessment will provide us in the future.

Method: Professional Work Sample: Implementation, Reflecti

One hundred percent of Early Childhood Special Education Teacher preservice teachers will be rated competent or exemplary on the PWS: Implementation, Reflection, & Analysis.
Findings:

One hundred percent of the Early Childhood Special Education preservice teachers were rated competent or exemplary on the PWS: Implementation, Reflection, and Analysis.

How did you use findings for improvement?

We met our target. We will continue to examine data each year to see if there is a need to provide more focused attention to any of the application and implementation areas. As well, we are considering if we want to set individual goals for competent and exemplary.

Additional comments:

None

Method: RSED Program Graduate Survey (Items 1-19)

Ninety percent of the Early Childhood Special Education preservice teachers will indicate that they strongly agree or agree that they feel confident in the ability to perform critical special education tasks.

Findings:

One hundred percent of the Early Childhood Special Education Teacher preservice teachers for which there were data indicated that they strongly agree or agree that they feel confident in the ability to perform 13 of the 19 critical special education tasks listed. Eleven percent (1 student) of the students responding, indicated they were neutral that they felt confident in their ability to use instructional technology and participate in manifestation determination. Twenty-two percent (2 students) indicated they were neutral in their ability to assess students. Eleven percent (1 student) indicated they disagreed that they felt confident in their ability to be a contributing member in the prereferral process, referral process, and manifestation determination.

How did you use findings for improvement?

Last year, there were 7 areas for which program graduates indicated they did not feel confident. We discussed these areas as a faculty and have provided additional experiences and instruction in coursework and practica. As well, we are considering developing supplemental material, like modules, to provide students with additional training in some of the areas that students do not feel confident in their abilities. Additionally, we are considering having master teachers in the local systems provide some guidance and training on these issues.

Additional comments:

None

Method: Cooperating Teacher Survey (Items 1-7)

The mean rating for Items 1-7 (Preparation of Preservice Teachers) on the Cooperating Teacher Survey will be 3.0 or greater.

Findings:

The mean rating for the items on the Cooperating Teacher Survey related to preparation of preservice teachers ranged from 3.57-4.0 on a 4.0 scale. This was an increase from last year.

How did you use findings for improvement?

We will continue to monitor scores.
Expected Outcomes : Professionalism

Program graduates will demonstrate professionalism in school and work settings.

Related typical general education outcomes:

7 Written Communication
8 Oral Communication
9 Informed and Engaged Citizenship
10 Intercultural Knowledge and Diversity Awareness

Assessment methods

Method : Inventory of Candidate Proficiencies (Items 11-15)

One hundred percent of Early Childhood Special Education Teacher preservice teachers will be rated competent or exemplary on items 11-15 of the Inventory of Candidate Proficiencies.

Findings:

One hundred percent of the Early Childhood Special Education Teacher preservice teachers for which there were data were rated competent or exemplary on items 11-15 of the Inventory of Candidate Proficiencies.

How did you use findings for improvement?

Professionalism has been an issue over the last several years. We have made an effort to address this directly in all coursework and in field settings. When necessary, we have students meet with the Student Admission, Retention, and Advisement Committee to discuss issues of professionalism.

Additional comments:

None

Expected Outcomes : Program Satisfaction

Program graduates will positively evaluate their program.

Related typical general education outcomes:

Assessment methods

Method : RSED Program Graduate Survey (Items 20-28)

Ninety percent or more of the graduates will indicate they strongly agree or agree to program satisfaction statements.

Findings:

One hundred percent of the graduates indicated they strongly agree or agree to 4 program satisfaction statements. Eleven percent (1 student) indicated they disagree with 1 program satisfaction statement (i.e., advisement). For the remaining 4 program satisfaction statements,
11% (1 student) of the program graduates indicated they were neutral with the program satisfaction statements (i.e., practica, use of technology in classes, help in 2084, professional organization opportunities).

How did you use findings for improvement?

We will continue to monitor program satisfaction data and respond as necessary.

Additional comments:

None