



Graduate College
School of Education & Professional Development
Special Education Department

TO: University Assessment Office,
Annual Assessment Review Committee

FROM: Michael Sullivan, Ed.D.
Professor & Program Director
Special Education Program

DATE: November 1, 2007

RE: Annual Assessment Report for 2006-2007

Because of yet another set of revisions to the WV Board of Education Policy 5100 which governs teacher preparation, the Annual Assessment Plan for Special Education was revised last year and was somewhat different than those submitted in past years. The revised Annual Assessment Plan developed last year reflected a more data-based approach to the Special Education Program assessment. Narrative describing plans for the current year, assistance needed and lessons learned have been added to the description of the Assessment Plan.

The Annual Assessment Plan is organized as follows:

- Narrative description of the Program Assessment Plan for Special Education
- Supporting Appendices
 - (1) Appendix A – Sample Program of Study form.
 - (2) Appendix B – Program/Candidate Assessment Matrix (used to operationalize the Assessment Plan).
 - (3) Appendix C – Matrix indicating the process used to assess dispositions of candidates.
 - (4) Appendix D – Planning/Assessment Guide (indicates data summary and analyses plus the projected activities required).
 - (5) Appendix E – Assessment of Student Outcomes form (required by the University Assessment Office) targeting strategies/actions to be undertaken.

Thank you for your review of the 2006-07 Assessment Report. If you have any questions or require additional information, please call upon me.

PROGRAM ASSESSMENT PLAN

SPECIAL EDUCATION

ASSESSMENT PLAN FOR SPECIAL EDUCATION (MA)

Assessment Model

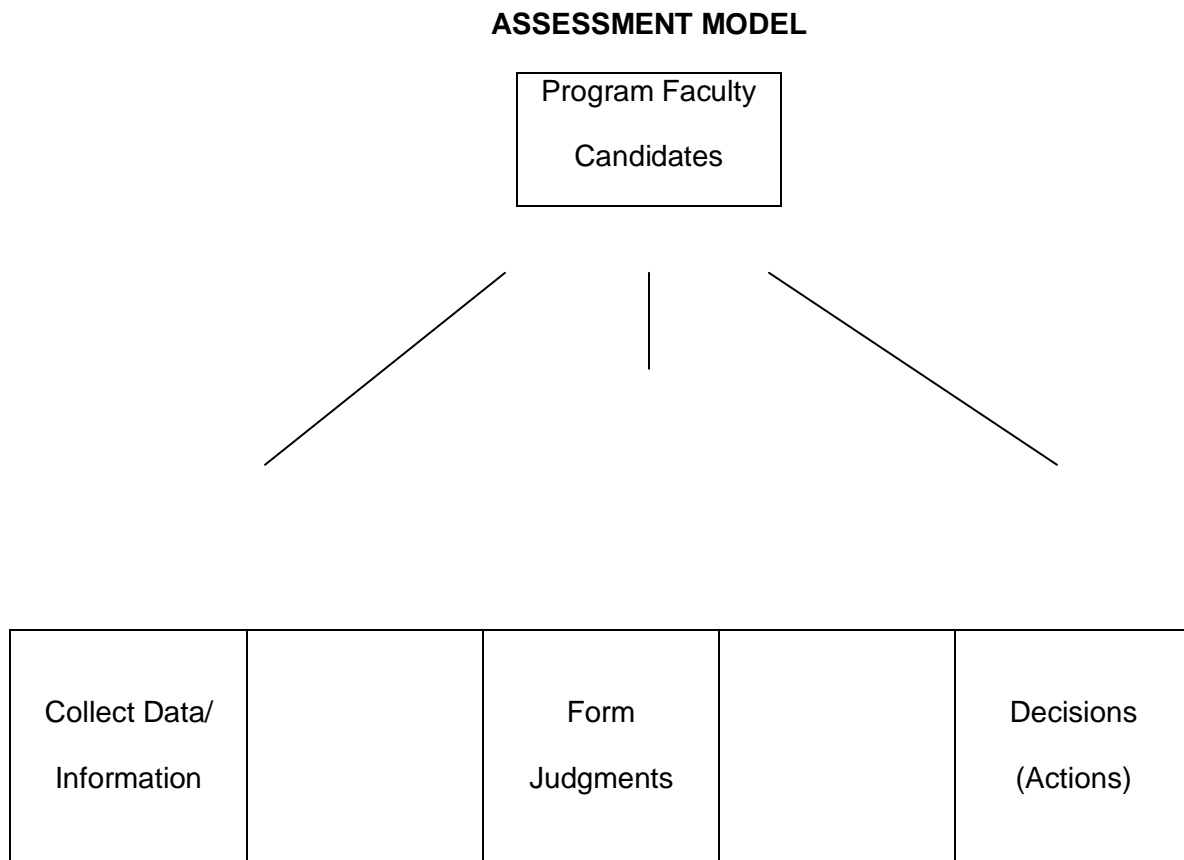
The Special Education Program recognizes the value of program assessment. The program has made curricular changes based on the performance assessment of candidates, and because of massive revisions to the state Board of Education teacher preparation policy (Policy 5100). Increasingly, schools are called upon to prepare all students to be contributing members of our society. Special educators understand the complexity of that challenge. For true educational success to occur, candidate preparation programs must be assessed with sufficient and appropriate measures. All dimensions of candidate preparation, including faculty, curriculum, instruction, and our candidates' knowledge, skills, and dispositions must be evaluated.

The assessment model adopted for the advanced program in Special Education focuses on three broad areas; the program, the faculty, and candidate performance. This assessment model includes three major components; data/information collection, forming judgments, and making decisions. Based on these three components, assessment is operationally defined as a process in which data/information are collected, used as a consideration in forming judgments, and then becomes the basis for making decisions. These decisions have implications for actions related to the program, faculty, and candidates. The assessment model is depicted graphically in **Figure 1** and the resulting Program Planning and Assessment Guide may be viewed in detail in **Appendix D**.

The following characteristics provided the frame work used for the development of program assessment.

- is designed jointly by subject content faculty and school partners.
- uses professional, national, state, and institutional standards;
- is embedded in programs and are continuous;
- is formative and summative;
- uses multiple indicators for success at multiple decision points;
- uses external sources of information;
- is reliable and valid;
- uses criteria to determine levels of accomplishments;
- uses outcomes to improve programs.

Figure 1: Flow of Decision Making



Relationship to the Conceptual Framework

The conceptual framework for Advanced Programs is based on the theme **Preparing the Experienced Professional as Specialist**. Nine goals and four dispositions form the Advanced Programs framework that has guided the development of the assessment plan.

Program goals and objectives are consistent with the nine goals and four dispositions contained in the conceptual framework and include the following expectations as outcomes for candidates:

- Understand and apply the current knowledge base in a specialization;
- Demonstrate skills in research methodology, problem solving, and critical thinking;
- Demonstrate the attitudes, knowledge and skills necessary to function effectively within the social settings of the school/agency, community, and society as a whole;
- Demonstrate a basic understanding of the application of technology in an area of specialization;
- Demonstrate a basic understanding of human growth and development and apply this knowledge in an area of specialization;

- Demonstrate a comprehensive understanding of children with special needs and the ability to provide assistance within the least restrictive environment;
- Demonstrate an understanding of cultural pluralism/diversity and the related implications for curriculum and instruction;
- Communicate effectively with a wide variety of constituent groups including school/agency personnel, policy makers, parents, and other community members; and,
- Demonstrate self-direction as an independent, self-confident professional with a commitment to continued professional growth and development and life-long learning.

These program goals and objectives also include the required components of the recently revised West Virginia Board of Education Policy 5100 and the Council for Exceptional Children (CEC) standards.

Description of Program/Program Goals and Objectives

The Master Of Arts Degree in Special Education has as its primary purpose the preparation of graduate candidates to teach pupils with special needs in nine areas of specialization. These areas of specialization are autism, mentally impaired, gifted, behavior disorders, specific learning disabilities, deaf and hard of hearing, preschool special education, visually impaired and multicategorical. Admission to the program requires a minimum undergraduate GPA of 2.5, a scaled score or at least 378 on the Millers Analogy Test (MAT) or a combined Verbal/Quantative score on the GRE of 800, and completion of a Candidate Self-Assessment of Personal Characteristics.

The curriculum for the Special Education Program requires candidates to take a minimum of 21 semester hours for certification with at least 18 additional hours required to complete the Master's degree (See Sample Plan of Study **Appendix A**). The Preschool Special Education Program and Alternative Route to Certification Program allow candidates without teaching certification to complete the necessary requirements to obtain a teaching license. The certification for preschool special education is a restricted one and additional endorsements cannot be added to it.

Upon completion of the necessary coursework and successful completion of the required PRAXIS exams, candidates may apply for certification. Depending on the undergraduate degree and their area of interest, candidates may elect to work on additional certifications as a part of their graduate program. Candidates must also fulfill the comprehensive assessment requirement as a part of the degree program.

The content of the advanced program in Special Education is consistent with Marshall University's Mission Statement which emphasizes the enhancement of graduate education, a commitment to expanding the body of human knowledge and achievement through research and creative arts activities, a commitment to society through public service and a commitment to assuring the integrity of the curriculum through the maintenance of credible standards and high expectations for candidate learning and performance. Additionally, this approach is consistent with the Marshall University Mission Statement, which includes providing direct services across non-traditional settings for, and with, non-traditional students.

General Goals For Special Education Program

General Goals for the Special Education Program Include:

- Provide quality instruction which addresses best practice, current and established research, and adult learner characteristics;
- Provide master's degree and professional development programs designed to meet the graduate study needs of practicing professionals;
- Provide technical assistance as well as non-degree, continuing education, staff development, and personal development opportunities for adult learners;
- Collaborate with other institutions; agencies, and school systems to provide educational opportunities;
- Utilize innovative instructional models, service delivery, and support systems, integrating technology where applicable, which respond to the educational needs of the state;
- Provide leadership in identifying and addressing educational issues;
- Provide professional leadership and development opportunities for faculty; and,
- Demonstrate a commitment to cultural diversity and social justice.

Accomplishment of these goals (and assessment of program progress toward meeting them) is evaluated through indicators focusing on three areas – students, faculty, and program.

Relationship to University Mission

The goals of the Special Education Program are consistent with the general statement of purpose and philosophy for Marshall University. This relationship is especially evident when framed within the context of the University commitment to enhance graduate education.

The Special Education Program direction is also consistent with, and a logical extension of, three of the areas identified for current emphasis at Marshall University. These areas of emphasis include:

- School and schooling, including teacher education and the setting of the agenda for public education in West Virginia;
- Economic development, which includes programs in education, science, business, the community and technical college, perhaps engineering, and a broad range of fields;
- High quality graduate programs.

Program of Study

The Master of Arts in Special Education consists of a set of core requirements, area of emphasis requirements, and a capstone research experience. All candidates must complete coursework in research, human growth and development, technology, instructional methods of assessment. Each candidate must also select an area of emphasis with the degree program. The capstone experience is the program component through which students demonstrate their ability to synthesize and apply the problem-solving and research and writing capabilities developed throughout the program. A sample Program of Studies for the Master of Arts Degree in Special Education is shown in **Appendix A**.

The program goals and objectives are derived from, and consistent with, the Conceptual Framework for advanced programs. These goals and objectives determine how and when assessment will take place. Assessment goals and objectives are reviewed and discussed at least annually. Three outcomes may occur based on the review and discussion. First, the assessments may not be measuring the goals as anticipated and there fore need to be changed and refined. Second, goals and objectives may need to be dropped, added, or modified. Third, other changes in the program may be indicated. If changes result in goals and objectives being modified, other components of the program should be assessed to determine possible impact. In some cases, it may be determined that goals are being met and that no additional changes are required.

The program performance-based assessment plan includes benchmarks for the review of candidate performance. Each benchmark generates information that is

looped-back to improve components of the Special Education Program. There are some areas for which data are collected across the candidate's program of study. These areas include academic performance, standardized testing information, candidate dispositions, alignment of course content to the conceptual framework, candidates' knowledge and skills to teach (especially in the areas of technology and diversity), and candidate-student impact on teaching and learning. Program and school databases provide technology-based support for the program. These databases facilitate ready access to information regarding student status, progress and performance.

Data gathered through this assessment process are summarized/synthesized and shared with program faculty and administrators. These data then become critical components of ongoing faculty discussions and serve as an important information source. These same data also become important elements in the judgments that are formed about the program strengths, weaknesses and needs. Such judgments provide the basis for making decisions about program changes/actions.

The five candidate assessment checkpoints include:

Checkpoint 1 – Admission to the Program

The University requires:

- Submission of a transcript verifying a baccalaureate degree from a regionally accredited college or university; and
- Submission of Graduate Record Examination (GRE) General test or Miller Analogies Test (MAT) scores; applicant should score 800 or above on the verbal and quantitative sections of the GRE or at least 378 on the MAT.

For those not seeking a master's degree, professional development programs are developed and require the completion of a specified sequence of courses. The Special Education specializations may lead to endorsements on teaching certificates or to free standing teaching licenses. Entrance requirements for professional development programs include the following:

- A baccalaureate degree from a regionally accredited college or university.
- An undergraduate grade point average of 2.5 or a master's degree; and,
- A MAT score of 378 or a combined Verbal/Quantitative score of 800 on the GRE.

With the exception of the Deaf/Hard of Hearing and Gifted Education professional development programs, holding initial licensure is not required for certification. Candidates seeking an initial West Virginia teaching licensure are advised to consult with their advisors regarding appropriate courses for each area of specialization.

Checkpoint 2 – Pre-Clinical/Mid-Program Assessment

Initial Course Work – Candidates are required to complete pre-clinical documents including a Program of Study and a Candidate Self-Perception Survey at the time of admission and before beginning course work.

Concurrent with Coursework – Candidates are assessed by the faculty on their ability to be reflective thinkers about the effectiveness of their teaching. For those exiting via a written comprehensive, rubrics and other assessment tools are applied to evaluate candidate responses to ensure understanding of the principals of teaching and learning.

Coursework – The candidate is systematically assessed within the coursework to insure the program objectives, CEC standards and NCATE goals have been met. All degree candidates must also complete a capstone research project consisting of a two-semester, six-hour research project.

Checkpoint 3 – Clinical Practice

Candidates' ability to demonstrate teaching skills based on a pedagogical knowledge and professional performance is measured via a four-point Likert scale applied to the Competency Checklist. Candidates not pursuing teaching licensure are not required to take clinicals.

Checkpoint 4 – Prior to Exiting Clinical Practice

Clinical Experiences – The Candidates are required to develop a variety of artifacts reflecting on their competencies and their impact on the P-12 students. During the practicum, candidates are also required to submit a Post Program Self Perception Survey. The faculty uses this survey to measure differences in perception between the Pre and Post Self Assessment as well as to incorporate other evidence of candidate performance.

Checkpoint 5 – Completion of the Program

Candidates seeking licensure must pass the licensure exam(s) stipulated by the West Virginia Board of Education. These tests are not required for completion of the degree but are used in part of identify strengths and weaknesses of the program.

Data Collection/Utilization

Program/curriculum changes are initiated as indicated by the various evaluations conducted as part of the Assessment Plan. Changes are then systematically monitored to measure their effect on the Special Education Program. The information shown in

Chart 2 provides information that documents the efforts of the Special Education program to provide data to be used for continuous renewal, and for the faculty to consider in making curricular and instructional changes. Data sources include internal, on-campus sources, and external, off-campus sources. Most importantly, candidates are provided a record of growth and accomplishment throughout their preparation program.

The program assessment system reflects the conceptual framework for advanced programs while measuring candidates' knowledge, skills, and dispositions as outlined in program, state, and professional standards. The organizational structure of the Special Education Program Assessment plan provides for systematic collection of needed information. This plan includes a continuous examination process of both the Assessment Plan and the data which it produces. **Chart 1** illustrates the multiple measures used in the Program Assessment Plan as they relate to Candidates, Faculty, and Program.

Chart 1: Measures Used for Program Assessment/Improvement

Special Education Assessment Measures for Program Improvement
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Internal Assessments	External Assessments
<p>Candidates:</p> <p>Candidate Ratings: anonymous course and faculty ratings by candidates. Each semester.</p>	<p>Program:</p> <p>Graduate Follow-Up Survey; A written survey mailed to all graduates. Annually</p>
<p>Candidates:</p> <p>Candidate self-evaluation: Required upon entrance and exit (in conjunction with Faculty assessment of candidate performance in each practicum semester.)</p>	<p>Program:</p> <p>Employer Follow-Up Studies: A written survey mailed to candidate employers. Annually.</p>
<p>Candidates:</p> <p>Candidate Advanced Research Project or Comprehensive Examination: Data from these final products provide a measure of candidate performance as well as a source of data for program evaluation and change.</p> <p>Annually.</p>	<p>Program:</p> <p>Educational Personnel Preparation Advisory Committee (EPPAC): Provides input from primary stakeholders regarding program assessment, procedure, and field experience.</p> <p>Annually.</p>

<p>Candidates: Performance Assessment: All candidates must successfully complete a performance assessment prior to being recommended for licensure. These performance assessments are administered as part of the clinical or field-based experience. Each Semester.</p>	<p>Program: Content Specialization Test Results (PRAXIS II). All candidates admitted must pass a test in their area of emphasis to be eligible for licensure in West Virginia. Annually.</p>
<p>Candidates: Course Performance – GPA. All Special Education candidates are monitored in terms of course performance. Candidates are required to maintain a 3.0 GPA or are placed on academic probation. Each Semester.</p>	<p>Program: External Agency Review: NCATE, North Central Association, West Virginia Board of Education. Every 5 Years.</p>
<p>Faculty: Annual Report and Review of Faculty. Each full-time member is required to submit an annual report of activities and accomplishments. Annually.</p>	
<p>Faculty: Peer Evaluation: Promotion and Tenure require that faculty undergo formal peer observation. Annually.</p>	
<p>Faculty: Faculty Merit Review: As funds are made available, faculty is recommended for merit pay by a faculty committee and the dean. Annually.</p>	
<p>Faculty: Course Evaluation: Course evaluation for all education courses. Each semester.</p>	
<p>Program: Graduate council review: Formal review of all graduate program changes as proposed by the unit. As needed.</p>	
<p>Program: Program Faculty Review: Program faculty periodically undertake reviews of the individual program or part of the program.</p>	

<p>Program: Special Studies: The Office of the Dean or others as appropriate, conduct special studies. As Needed</p>	
<p>Program: Program Review: Required review of each program on annual cycle and reported internally. Yearly.</p>	

Note: See Appendix B for in-depth detail regarding candidate performance assessment.

Plans for Current Year:

Just as the revised Special Education Program was initiated and the process for transitioning candidates from the “old” to the revised program was engaged, we learned that State Board of Education Policy 5100 was revised again in Summer 2007.

The major implication for the Special Education Program was the addition of a three-hour Instruction Technology course. The addition of the requirement is welcome because the program assessment process had independently identified this as an area that could be improved. This year’s efforts will focus on revising Curriculum Summary Sheets, Plans of Study forms and university catalog copy as well as taking all of these changes through the university approval process.

Assistance Needed:

No assistance is needed to accomplish the Annual Assessment process. However, the Special Education program has faculty positions filled on a temporary basis because the University salary schedule for entry-level faculty is not competitive on a national level. This may well become a continuing problem.

Lessons Learned:

Candidate assessment data has become difficult to compare over the past three years due to the changes required by external forces such as the repeated revisions of State Board of Education Policy 5100 which governs teacher certification. This presents a continuing challenge but an insurmountable one in developing the annual assessment plan.

APPENDIX A:

SAMPLE PROGRAM OF STUDY

**MARSHALL UNIVERSITY GRADUATE COLLEGE
SPECIAL EDUCATION
STUDENT-FACULTY PROGRAM CONTRACT**

DATE: _____ ID# _____

STUDENT NAME: _____ HOME PH: _____

ADDRESS: _____ BUSINESS PHONE: _____

E-MAIL: _____ HOURS REQUIRED FOR DEGREE: **39**

FACULTY ADVISOR: _____

The following program of courses is hereby agreed upon by both the student and his faculty advisor as fulfilling the academic requirements necessary for certification in Multi-Categorical . Other actions, such as transfers of credit, course substitutions, and/or course waivers must be approved by the advisor.

DEGREE REQUIREMENTS:

Course Title	Dept. And Course No.	Date Taken Sem./Year	Grade	Credit
1. Literacy in the Content Area	CIRG 644			3
2. Reading Strategies for Exceptional Students	CISP 606			3
3. Math Methods for Exceptional Students	CISP 607			3
4. Introduction to Exceptional Children or Children with Exceptionalities	CISP 520or CISP 521			3
5. Diagnostic/Clinical Practice	CISP 626			3
6. Characteristics/Methods Emotionally Disturbed	CISP 645			3
7. Characteristics/Methods Mental Impairment	CISP 553			3
8. Characteristics/Methods Learning Disabilities	CISP 647			3
9. Field Experience: Multi-Categorical (Practicum)	CISP 655			3
10. Applications Software in the Classroom Curriculum	CIEC 534			3
11. Trends and Issues in Special Education, or Special Education Seminar	CISP 627 or CISP 629			3
12. Special Education Research, Part I	CISP 611			3
13. Special Education Research, Part II	CISP 615			3

Total 39

*COURSES OVER 7 YEARS OF AGE CANNOT BE UTILIZED IN A DEGREE PROGRAM

Student Signature Date

Advisor's Signature Date

Program Director Date

Dean Date

APPENDIX B
PROGRAM/CANDIDATE ASSESSMENT MATRIX
SPECIAL EDUCATION

Appendix B
Program/Candidate Assessment Matrix
Special Education

Checkpoints	Professional/Knowledge Content	Dispositions	Impact on P-12
<p style="text-align: center;"><u>Entry</u> <u>Admission Requirements:</u></p> <ul style="list-style-type: none"> (1) Application (2) Transcript (3) MAT or GRE (4) PRAXIS I 		<p>Candidate Self-Assessment of Personal Characteristics</p>	

See also Appendix C

SUMMARY OF CRITERIA

FOR ADMISSION

CRITERION	HOW ASSESSED	DATA COLLECTED	TIME FRAME FOR REVIEW	USES FOR DATA
<ul style="list-style-type: none"> • Academic Achievement • Academic Potential • Academic Performance • Candidate Self-Assessment of Personal Characteristics 	<p>-Application</p> <p>- Transcripts (2.5 UGPA Minimum)</p> <p>-Millers (MAT) With Minimum of 378 <u>OR</u> GRE – Minimum of 800 Verbal plus Quantative *</p> <p>PRAXIS I *</p> <p>Self Assessment Instrument</p>	<p>- UGPA or Graduate GPA</p> <p>Test Report – Admissions/Records</p> <p>Test Report – Admissions/Records</p> <p>Self-Assessment Results</p>	<p>Upon Admission</p> <p>Within One Semester of Provisional Enrollment</p> <p>Within first Twelve Hours for Alternative Certification Candidates</p> <p>At Admission</p>	<p>Application Review/Admission</p> <p>Application Review/Admission</p> <p>Application Review/Admission</p> <p>Admission Decision</p>

PROGRAM ASSESSMENT MATRIX

SPECIAL EDUCATION

CHECKPOINTS	PROFESSIONAL/ KNOWLEDGE CONTENT	DISPOSITIONS	IMPACT ON P - 12
<p>PRE-CLINICAL</p>	<ul style="list-style-type: none"> • CEC Standards • SBE Policy 5100 Standards • Pre-practicum courses completed • Approval of Pre-Clinical Application. Criteria Include: <ul style="list-style-type: none"> - Transcript Analysis - Verification of Employment Status - Assessment/Approval of cooperating teachers and supervising faculty - Participation of Candidate and Co-op in Clinical Orientation 	<ul style="list-style-type: none"> • Orientation to Clinical/ Practicum Including Review of Self Assessment of Dispositions 	

**SUMMARY OF CRITERIA
FOR PRE-CLINICAL (PROFESSIONAL KNOWLEDGE)**

CRITERION	HOW ASSESSED	DATA COLLECTED	TIME FRAME FOR REVIEW	USES FOR DATA
<ul style="list-style-type: none"> • CEC Standards • WVSBE Policy 5100 <p><u>Approval of Pre-Clinical Application</u></p> <ul style="list-style-type: none"> • Transcript Analysis • Verification of Employment Status • Approval/Assignment of Coop Teachers and Supervising Faculty • Participation in Clinical Orientation Program by Candidate and Coop. 	<p>Approved by Specialty Organization</p> <p>Approval of Program by WVBOE</p> <ul style="list-style-type: none"> - Academic Progress - Prerequisite Courses <p>-Review of Employer Records</p> <p>-Qualifying Checklist for Co-ops and Faculty</p> <p>-Attendance Verification Roster</p>	<p>Program Submission/Approval Documents</p> <p>Program Submission/Approval Documents</p> <ul style="list-style-type: none"> -GPA Data -Transcript Summary <p>-Copies of Licensure Documents</p> <p>-Completed/Approved Checklists</p> <p>-Participation Rosters</p>	<p>Every Five Years</p> <ul style="list-style-type: none"> - Submission Each Semester - Review Each Semester - Each Semester - Each Semester -Each Semester 	<ul style="list-style-type: none"> • Guide Program development • Submit for WVBOE Approval • Guide Program Development <p>- Qualify Candidates and Clinical Site Needs Assessment</p> <p>- Determine Whether Clinical Experience May Be On- The -Job</p> <p>- Provides Needs Assessment and Informs Coop/Supervisor Assignment</p> <p>- Final Approval of Clinical</p>

**Summary of Criteria
For Pre-Clinical**

<ul style="list-style-type: none"> • Assessment of pre-clinical dispositions 	<p>Orientation Seminar conducted for pre-clinical and practicum students</p>	<ul style="list-style-type: none"> • Attendance Rosters • Orientation Data regarding expectations for candidate dispositions 	<p>Each Semester</p>	<ul style="list-style-type: none"> • Establish/Modify expectations for clinical experiences
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PROGRAM ASSESSMENT MATRIX

SPECIAL EDUCATION

CHECKPOINTS	PROFESSIONAL/KNOWLEDGE CONTENT	DISPOSITIONS	IMPACT ON P - 12
<u>PROGRAM COMPLETION</u> (Exit)	<ul style="list-style-type: none">• Assessment of CEC and Policy 5100 standards• PRAXIS Licensure Tests• Transcript Analysis	<ul style="list-style-type: none">• Assessment of Disposition	<ul style="list-style-type: none">• Assessment of Impact on P-12

Summary of Criteria for Program Completion (Professional Knowledge/Content)

CRITERION	HOW ASSESSED	DATA COLLECTED	TIME FRAME FOR REVIEW	USES FOR DATA
<ul style="list-style-type: none"> Assessment of CEC and Policy 5100 Standards PRAXIS Licensure Tests 	<ul style="list-style-type: none"> - Approval of Practicum Checklist Reflecting CEC and Policy 5100 Standards -Practicum Artifacts -PRAXIS I -PRAXIS II (1) PLT (2) Sp Ed Core Content (3) Sp Ed – LD, BD, MI or Multicategorical Calculation of GPA for Licensure Coursework -Audit of Courses to Verify All Necessary Work in WVDE Approved Program is Completed 	<ul style="list-style-type: none"> -Completed Practicum Checklist - Completed Co-op Faculty Observations and Weekly Progress forms -Sample Lesson Plans -Final Evaluations by Co-op/Faculty -Completed/Approved Action Research Projects -School Data Base on PRAXIS Results by Program -GPA -Audit of Comps 	<ul style="list-style-type: none"> -Each Semester -Annually -Each Semester 	<ul style="list-style-type: none"> Program Modifications to both Pre-Clinical and Clinical Experiences -Modification /Revision of Coursework and/or Clinical Experiences Basis for Recommendation for Certification by WVDE

(DISPOSITIONS)

<ul style="list-style-type: none"> Assessment of Dispositions 	<ul style="list-style-type: none"> Approval of Practicum Checklist Observation Forms Weekly Progress Reports Practicum Artifacts Final Scoring/Approval of Candidate Self-Assessment of Personal Characteristics 	<ul style="list-style-type: none"> -Approved Checklist, Observation Forms, Progress Reports, etc. -Summary of Data for Candidates 	<ul style="list-style-type: none"> Each Semester Prior to Exit Interview 	<ul style="list-style-type: none"> Development /Modification of Required Clinical Experiences Development /Modification of Required Clinical Experiences
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(IMPACT ON P-12)

<ul style="list-style-type: none"> Assessment of Impact on P-12 	<ul style="list-style-type: none"> -Clinical/Practicum Activities Sample Lesson Plans Curriculum Based Assessment of P-12 Students Summary Evaluation Forms by Co-op and Supervising Faculty Clinical Action Research Projects Completed Candidate Self-Assessment Instrument 	<ul style="list-style-type: none"> -Practicum Artifacts -Approved Lesson Plans -Completed Evaluations -Approved Action Research Documents -Compilation of Aggregate Data Using Self-Assessment Instrument Rubric 	<ul style="list-style-type: none"> - Each Semester -Each Semester 	<ul style="list-style-type: none"> -Adjustment/modification of Clinical/Practicum Expectations for Candidates -Revision of Clinical/Practicum Expectations for Candidates
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PROGRAM ASSESSMENT MATRIX

SPECIAL EDUCATION

CHECKPOINTS	PROFESSIONAL KNOWLEDGE/CONTENT	DISPOSITIONS	IMPACT ON P-12
<u>CLINICAL</u>	<ul style="list-style-type: none">• Assessment of Professional Knowledge/Content	<ul style="list-style-type: none">• Assessment of Dispositions	<ul style="list-style-type: none">• Assessment of Impact on P-12

**SUMMARY OF CRITERIA FOR EXITING CLINICAL
(Professional Knowledge/Content)**

CRITERION	HOW ASSESSED	DATA COLLECTED	TIME FRAME FOR REVIEW	USES FOR DATA
<ul style="list-style-type: none"> Assessment of Candidate's Professional Knowledge/Content 	<ul style="list-style-type: none"> -<u>Practicum Handbook</u> – Competency Checklist 	<ul style="list-style-type: none"> -Completed Practicum Checklist – Indicates How Competencies Were Assessed (Ex. Worksample, Observation, Interview, etc.) by Both the Cooperating Teacher and Faculty Supervisor. -Completed Co-Op Observation and Weekly Progress reports -Sample lesson Plans -Summary Evaluations by Candidate, Co-op and Supervisor 	<ul style="list-style-type: none"> -Each Semester -Activities span 15 weeks in on-site Settings and Six weeks in the Summer Clinical Practicum 	<ul style="list-style-type: none"> -Performance Data on Candidates are used to Develop/Modify Courses and Pre-Clinical Field Experiences -Professional Education Competency Checklist is Provided to WVDE as Documentation for Meeting SBE Policy 5100 requirements.

(Dispositions)

<ul style="list-style-type: none"> Assessment of Dispositions 	<ul style="list-style-type: none"> Candidate Self-Assessment of Personal Characteristics Reflective Writings Based Upon CEC Standards for Exploring Personnel/Cultural biases and How they Effect the Candidate's Commitment to: <ul style="list-style-type: none"> -Students -The Profession -Diversity -Technology -Role as Specialist Self Examination of Candidate Practice within the CEC code of Ethics <u>Practicum Handbook</u> Competency Checklist 	<ul style="list-style-type: none"> Completed Self Assessment Completed Practicum Checklist verifying Assessment of Dispositions by Both the Co-op and Supervision Faculty 	<ul style="list-style-type: none"> -Practicum Exit Interview -Each Semester 	<ul style="list-style-type: none"> -Extension/Revision of Clinical Requirements -Performance Data are Used to Create or Modify Clinical Experiences within the Practicum -Competency Checklist is Available to Audit by WVDE as it Relates to meeting the Dispositions Requirements of WVSBOE Policy.
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IMPACT ON P-12

<ul style="list-style-type: none"> Assessment of Impact on P-12 	<ul style="list-style-type: none"> -Action research, Associated with Clinical Placements Related to the Effectiveness of Interventions -Evaluation by Co-op and Supervising Faculty of the Effectiveness of Candidate's Instructional strategies on the P-12 	<ul style="list-style-type: none"> -Completed Practicum Checklist-verified by both Co-op and Supervising Faculty. -Completed Lesson Observation and Weekly Progress Report Forms -Summary Reports of Action Research Projects -Summative Co-op/Faculty 	<ul style="list-style-type: none"> -Weekly Review by Co-ops and Supervising Faculty -Each Semester 	<ul style="list-style-type: none"> -Guided Modification of Instruction Strategies -Modification or Adjustments to Clinical Settings and/or Clinical Instructional Requirements -Additional Reflective Activities May be required of Candidates to Ensure the Adequacy of the Effects of Candidate's Interventions on P-12 Students
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	Student in the Clinical Setting	Evaluation Forms with Grade Recommendation		
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**PROGRAM ASSESSMENT MATRIX
SPECIAL EDUCATION**

CHECKPOINTS	PROFESSIONAL KNOWLEDGE/CONTENT	DISPOSITIONS	IMPACT ON P-12
<u>Post Completion</u>	<ul style="list-style-type: none"> • Candidate Follow-Up Surveys • Employer Follow-Up Surveys • Annual PRAXIS II Reports • EPPAC 	<ul style="list-style-type: none"> • Candidate Follow-Up Surveys • Retention Data 	<ul style="list-style-type: none"> • Employer Follow-Up Surveys • EPPAC

**SUMMARY CRITERIA
FOR POST COMPLETION
(Professional Knowledge/Content)**

CRITERION	HOW ASSESSED	DATA COLLECTED	TIME FRAME FOR REVIEW	USES FOR DATA
<ul style="list-style-type: none"> • Candidate Follow-up surveys • Employer Follow-up surveys • Annual PRAXIS II Report • EPPAC 	-Annual Survey -Annual Survey -Institutional Report	-Survey Analysis and Major Findings -Survey Analysis and Major Findings -Licensure Test Performance by Specialization	- Annually -Annually -Annually	<ul style="list-style-type: none"> • Program/Course/Clinical Revision/Modification • Program/Course/Clinical Revision/Modification • Program/Course/Clinical Revision/Modification

(DISPOSITIONS)

<u>POST COMPLETION</u> (Dispositions)	-Candidate Follow-Up Surveys -Employer Retention Survey	-Survey Analysis and Major Findings -Survey Analysis and Major Findings	-Annually -Annually	-Program/Course/Clinical Revision and /or modification Program/Course/Clinical Revision and /or modification -Recruitment
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(IMPACT ON P-12)

<ul style="list-style-type: none"> • Impact on P – 12 	-Employer Follow-Up Surveys -EPPAC	-Survey Analysis and Major Findings	-Annually	-Program/Course/Clinical Revision Modification
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APPENDIX C
ASSESSMENT OF CANDIDATE DISPOSITIONS IN
ADVANCED PROGRAMS- SPECIAL EDUCATION

APPENDIX C

ASSESSMENT OF DISPOSITIONS IN ADVANCED PROGRAMS

(PROGRAM: SPECIAL EDUCATION)

UNIT DISPOSITIONS	PROGRAM LEVEL INDICATORS	ASSESSMENT POINTS	ASSESSMENT STRATEGIES/INSTRUMENTS
<p>COMMITMENT TO P-12 STUDENTS</p>	<ul style="list-style-type: none"> • Committed to meeting the needs of students • Serve as advocates for students. • Promote system level change to better meet the needs of students. 	<ul style="list-style-type: none"> • <u>Entry – Admission Component</u> • <u>Pre-Clinical</u> • <u>Clinicals</u> • <u>Exit Clinical</u> • <u>Post Completion</u> 	<ul style="list-style-type: none"> • Candidate Self-Assessment of Personal characteristics <ul style="list-style-type: none"> • Orientation to Clinical/ Practicum includes review/update of self-assessment instrument • Completed Practicum Checklist verifying assessment of candidate dispositions to include Self-Assessment instrument <u>plus</u> weekly Progress reports by Co-ops • Completed/approved check-List, Observation forms, Weekly Progress Reports and summary Evaluations • Candidate follow-up surveys, WVDE retention (supply/demand) data, Employer Follow-up Surveys

<p>COMMITMENT TO THE PROFESSION</p>	<ul style="list-style-type: none"> • Aware of , and meet the ethical and practice standards of their profession • Participate in professional organizations • Provide high-quality instruction resulting in improved P-12 student performance 	<ul style="list-style-type: none"> • <u>Entry – Admission Component</u> • <u>Pre-Clinical</u> • <u>Clinicals</u> • <u>Exit Clinical</u> • <u>Post Completion</u> 	<ul style="list-style-type: none"> • Candidate self-Assessment <p>Personal characteristics</p> <ul style="list-style-type: none"> • Orientation to Clinical/ <p>Practicum includes review/update of Self-Assessment instrument</p> <ul style="list-style-type: none"> • Completed Practicum Checklist verifying assessment of candidate dispositions to include Self-Assessment instrument <u>plus</u> weekly Progress reports by Co-ops. <p>Completed/approved checklist, Observation forms, weekly progress reports and summary evaluations</p> <p>Candidate follow up surveys, WVDE Retention (supply/demand) data, employer follow up survey</p>
<p>COMMITMENT TO DIVERSITY</p>	<p>Realize the essential worth of all people and the energy and worth of ideas and experience that can be gained through diversity.</p> <p>Apply appropriate professional practice skills in assessment, classroom management, and effective principles of teaching and decision making to all students.</p> <p>Exhibit tolerance and respect of all individuals regardless of gender, disability, racial and ethnic identity, social, and economic status, and religion.</p>	<ul style="list-style-type: none"> • <u>Entry</u> • <u>Pre-Clinical</u> • <u>Clinicals</u> • <u>Exit Clinical</u> • <u>Post Completion</u> 	<ul style="list-style-type: none"> • Candidate self-Assessment <p>Personal characteristics</p> <ul style="list-style-type: none"> • Orientation to Clinical/ <p>Practicum includes review/update of Self-Assessment instrument</p> <ul style="list-style-type: none"> • Completed Practicum Checklist verifying assessment of candidate dispositions to include Self-Assessment instrument <u>plus</u> weekly Progress reports by Co-ops. <p>Completed/approved checklist, Observation forms, weekly</p>

<p>COMMITMENT TO TECHNOLOGY</p>	<p>Demonstrate an awareness of the importance of technology as a tool for learning as well as the ethical and practical considerations for its use.</p> <p>Use technology to increase efficiency in their work and to ensure the success of P-12 students.</p>	<ul style="list-style-type: none"> • <u>Entry</u> • <u>Pre-Clinical</u> • <u>Clinicals</u> • <u>Exit Clinical</u> • <u>Post Completion</u> 	<p>progress reports and summary evaluations</p> <p>Candidate follow up surveys, WVDE Retention (supply/demand) data, employer follow up survey</p> <ul style="list-style-type: none"> • Candidate self-Assessment <p>Personal characteristics</p> <ul style="list-style-type: none"> • Orientation to Clinical/ <p>Practicum includes review/update of Self-Assessment instrument</p> <ul style="list-style-type: none"> • Completed Practicum Checklist verifying assessment of candidate dispositions to include Self-Assessment instrument <u>plus</u> weekly Progress reports by Co-ops. <p>Completed/approved checklist, Observation forms, weekly progress reports and summary evaluations</p> <p>Candidate follow up surveys, WVDE Retention (supply/demand) data, employer follow up survey</p>
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APPENDIX D

PLANNING/ASSESSMENT GUIDE FOR SPECIAL EDUCATION

DATA	ANALYSIS/JUDGMENT	DECISION/ACTION REQUIRED
<p>A. Program Admissions</p> <ul style="list-style-type: none"> (1) Applicants (2) Admits (3) Demographics (4) Average GRE/MAT scores (5) Other 	<ul style="list-style-type: none"> • <u>Applicants</u>: represent 47 of the 55 West Virginia counties. This is consistent with the mission of a regional campus with a statewide mission. • <u>Admits/Demographics</u>: Between Summer and Spring 2006, 91 candidates were admitted. Forty-seven counties in the state are represented with Kanawha, Raleigh, Putnam and Mercer counties having the most admissions. • <u>Average GRE/MAT scores</u>: The mean UGPA for Special Education candidates entering with teaching licenses was 3.09. MAT scores for traditional candidates was 388, slightly below the school average but well above the minimum requirement for a score of 378. The average MAT and GRE scores for non-traditional (Alternative Certification) candidates were both higher than School averages. • Overall, candidate performance on admissions criteria meet or exceed the program unit and institutional standards. 	<ul style="list-style-type: none"> • No Action Required • No Action Required • Although average GRE/MAT scores are well above the School minimums; faculty have exercised increased caution in allowing provisional admission for candidates with low GRE/MAT scores. Anecdotal information and faculty perception indicate that these marginal admission decisions are the ones which later result in relatively poor performance in field experiences and/or on licensure tests.

DATA	ANALYSIS/JUDGMENT	DECISION/ACTION REQUIRED

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<p>B. Program Productivity (current year/trends)</p> <p>1. Course Selections</p> <p>2. Enrollment (seat count)</p> <p>3. Student Credit Hours</p> <p>4. Cohorts (# and status)</p> <p>5. Third Party Contracts</p> <p>6. Graduates</p> <p>7. Collaborative Programs</p> <p>8. Clinical Experience</p> <p>9. Other</p>	<ul style="list-style-type: none"> • With the exception of a slight decrease from the 2001-02 school year, the number of sections has remained stable for corresponding terms between Summer 2000 and the present. Thirty percent of sections originated from Huntington and 70% originated from South Charleston. • Enrollment during the same period (summer 00-Spring 06) has remained stable. During this period 78% of enrollments were So. Charleston based and 22% were Huntington based. • Duplicated count and SCH's vary significantly by term but, when aggregated by total for all terms for each year; both are relatively stable across the entire year. • <u>Cohorts</u>: Since Summer 00, four cohorts have been formed in different geographic areas of the state in order to meet high-incidence (LD, BD, MI) needs. Two cohorts (14 and 16 candidates) have completed all licensure/degree requirements and the other cohort (17 candidates) is currently matriculating. In addition, in the low-incidence areas, complete programs have/are being delivered in Visual Impairments (5 cohorts), Deaf/Hard of Hearing (4 cohorts) and Autism. 	<ul style="list-style-type: none"> • No Action Required • No Action Required • No Action Required • Continue to pursue opportunities to form cohorts in underserved areas of the state. The market for programs for non-traditional candidates seems to be a viable one in regions contiguous to our neighboring states.
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	<ul style="list-style-type: none"> • <u>Third-Party Contracts</u> – Between Summer 06 and Spring 07, the Special Education Program has worked with 5 external agencies to develop 12 new third-party contracts. • <u>Masters of Arts Degree in Special Education</u> - Since 2000-01, the numbers of degrees awarded ranged from 82 to 56, with an average of 68 degrees awarded per year. 	<ul style="list-style-type: none"> • Continue to explore/expand opportunities to provide new/additional third-party contracts. • No Action Required
	<ul style="list-style-type: none"> • <u>Collaborative Programs</u> – Initially, the Visual Impairments Program was a cooperative Marshall University – West Virginia University program. The second cycle of funding converted this to a single, Marshall University, statewide program. Attempts to develop a cooperative partnership with Fairmont State University in Spring 2005 did not result in sufficient enrollments to proceed. However, a second Moorefield-based cohort was formed (in Fall 05) in partnership with Eastern WV Community and Technical College, which provided logistical support and a teaching site for licensure and /or degree programs in LD, BD, MI and Multi-categorical Special Education, all offered by Marshall University. It should be noted that the Visual Impairments and Deaf and Hard of Hearing specializations are the only such programs offered in the state and continue to be supported by a joint Marshall University – WV Department of Education effort. 	<ul style="list-style-type: none"> • Continue to explore new avenues to form partnerships for the support, or delivery, of licensure and /or degree programs.

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	<ul style="list-style-type: none"> • <u>Clinical/Field Experiences (VI, BD, MI, LD)</u> - During the period Summer '06 – Spring '07, 76 candidates completed Special Education Field Experience/Practicum. Of that number, 37 (49%) participated in the Summer Clinical Program and the remainder participated in district- based experiences in either the Fall term (14 candidates in 10 school districts) or the Spring term (39 candidates in 12 school districts). All but 11 candidates participated in field experiences coordinated by the South Charleston campus. 	<ul style="list-style-type: none"> • Program faculty should Continue to examine other settings as an alternative to the on-the-job practicum in order to ensure increased opportunities to interact with diverse P-12 students. Trend data indicate that, increasingly, candidate enrollment in field-experiences is shifting from the district-based to Summer Clinical Program option, a setting which offers much greater interaction with diverse students.
<p>C. Technology Utilization/ Integration</p> <ol style="list-style-type: none"> 1. Curriculum Integration 2. Technology-based Course Delivery <ol style="list-style-type: none"> a. T-courses b. e-courses 3. Other 	<ul style="list-style-type: none"> • <u>Curriculum Integration</u> – data resulting from candidate, graduate and employer surveys clearly indicate that , while some integration of technology is a feature of the Special Education program, a more systematic process for integrating technology would be beneficial. • <u>Technology-based Course Delivery</u> <ol style="list-style-type: none"> a. Web Courses – enrollment in these courses averaged 52 students in three terms. b. Between Summer '05 and Spring '06 	<ul style="list-style-type: none"> • Program faculty have restructured programs to include a required technology course. • No Action Required
<p>D. Faculty</p>	<ul style="list-style-type: none"> • Recruitment/retention – retention of full-time faculty 	<ul style="list-style-type: none"> • Fill vacant faculty positions, if possible.

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<ol style="list-style-type: none"> 1. Retention/recruitment 2. Part-time faculty utilization 3. Advisee Load by faculty 4. Research Scholarly Activity 5. Faculty Development 6. Student Course Evaluation <p style="text-align: center;">Summary</p> <ol style="list-style-type: none"> 7. Research/Grant Activity 8. Other 	<p>Has generally not been a problem. One vacancy will be filled on a temporary basis in 2006-2007.</p> <ul style="list-style-type: none"> • <u>Part-time Faculty Utilization</u> – Special Education relies heavily on a cadre of excellent adjunct faculty, in a fashion consistent with the unit mission. An analysis of data indicates that 66% of classes were delivered by full-time faculty and 34% of classes were staffed by part-time faculty. • <u>Advisee Load by Faculty</u> – advisee loads for faculty, while high, are not excessive. With an average age of 37, candidates are generally fully employed, almost always part-time students and move through their program of study in a much more deliberate fashion than do candidates who are essentially full-time. All candidates are assigned full-time faculty as advisors at the time of admission and develop an individualized Plan of Study with their advisor. • <u>Research/Scholarly Activity</u> – School records indicate that the full-time faculty rank at or above School averages on all measures. 	<ul style="list-style-type: none"> • No Action Required • No Action Required • Implement a process to ensure Equity in the contributions of Program faculty in the area of Research/Scholarly Activity.
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<p>E. Program Approved Information</p> <ol style="list-style-type: none"> 1. SPA (CEC) 2. NCA- HLC Status 3. WVDE Approval Status 4. BOG/HEPC Review status <p>F. Conceptual Framework</p>	<ul style="list-style-type: none"> • <u>Faculty Service/Development</u> – Between 2000-01 and 2005-06, GSEPD Special Education faculty averaged 23.7 Program, School and University committee service activities and professional association memberships. • <u>Faculty Development</u> – Special Education faculty Averaged 2.2 national, regional or State conference attendances over the period of 2000-2007. Many conferencing activities also included the presentation of papers or participation as a panelist and/or moderator at conference sessions. • The Special Education Program enjoys full approval/ accreditation status by CEC/NCATE/NCA, WV Department of Education and WV Higher Education Policy Commission. • Candidates in the Special Education Program rated all Outcomes in either the “Very Important” or “Moderately Important” range between 2000-2005. Further, candidates rated each of the ten outcomes in the “Good” to “Excellent” range in terms of preparation for the same two years. The highest ratings(for preparation) were in the categories of Understanding the Knowledge Base, Demonstrating 	<ul style="list-style-type: none"> • Implement a process to Ensure equity in Service and Faculty Development contributions by faculty. • No Action Required • No Action Required • It is obvious that, on all measures, there is considerable evidence that candidate preparation in the area of Application of Technology can be improved. Program Faculty have received approval for the addition of a required technology course
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<p>Assessment</p> <ol style="list-style-type: none"> 1. Graduates 2. Faculty 3. Candidates 4. Other 	<p>an Understanding of Human Growth and Development and Demonstrate a Commitment to Continued Professional Growth and Development. The lowest ratings for preparation were assigned to Basic Understanding of the Application of Technology. These data are the same as last years Assessment Report because the survey is conducted only on alternate years.</p>	<p>A technology course for all programs developed for all specializations will be added during the coming year. Additional clinical and/or field experiences should be developed to improve candidate interaction with diverse P-12 populations.</p>
	<ul style="list-style-type: none"> • Graduates responding to the most recent survey rated All items as Moderately-to-Very Important on the “Importance” measure. The same group assigned a Good-to-Excellent rating on each of the ten items as they relate to “Preparation”. The two items rated lowest in terms of preparation were application of Technology and Communicating With Constituent Groups. By comparison, the data for all candidates in the Unit identified four items with similar lowest ratings which included the two mentioned for Special Education (above) plus Understanding Children with Special Needs and 	<ul style="list-style-type: none"> • See Above

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<p>G. Employer Follow-Up</p>	<p>Understanding Cultural Pluralism/diversity and its implications for C & I. These data remained unchanged from the 2005-06 report because they are collected only on alternate years</p> <ul style="list-style-type: none"> • Full-time faculty increasingly rate as important Application of Technology and Communicate Effectively With Constituent Groups. This is consistent with the perceptions of both candidates and graduates of the Special Education Program. Full-time faculty ratings also indicated that there is room for improvement in preparation for these same candidate outcomes. In addition, part-time faculty in the Unit indicated room for improvement in these two candidate outcomes, a finding consistent with those of candidates, graduates, and full-time faculty. <p>The responses of personnel directors and principals indicate general satisfaction with Unit candidate's performance on all Unit outcomes. The items with the lowest ratings were Understanding Children with Special Needs, Understanding Cultural Pluralism/Diversity, Application of Technology, and Research Methodology and Problem Solving Skill. It is noteworthy that the outcomes related to Application of Technology in the only one of these outcomes for which improvement in the preparation of Special Education candidates is consistently noted by candidates, graduates, and faculty.</p> <p>Responses from recruiters are generally in the</p>	<ul style="list-style-type: none"> • See Above • See Above
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	<p>Very Good – Excellent range with the lowest ratings given to Application of Technology and Interacting with Diverse Cultures. Same comment as “F” and “G”. Surveys are conducted only on alternate years.</p>	
<p>H. Candidate Performance (includes Unit and Program data).</p>	<ul style="list-style-type: none"> • <u>Knowledge Based Core Principles.</u> <p>The pass rate for the Praxis II Sp. Ed.: Knowledge Based Core Principles test for the years 2005-2006 was 100%. Among the subtests for this test, the percentage of correct answers was at, or above, the national averages except for the category of Delivery of Services to Students With Disabilities which was very slightly under the national averages. An examination of the Quartile Report for those three years, however, indicates that although the overall pass rate is excellent, the percentage of candidates scoring in the upper two quartiles could be improved. Significant, however, is the fact that the Praxis data include <u>both</u> initial and advanced candidate score which are reported in an aggregated fashion and are not separated by campus location. Data for 2006-07 have not yet been received From testing company.</p> <ul style="list-style-type: none"> • <u>Teaching Students with BD/ED</u> <p>The pass rate for the Praxis II test for the years 2005-06 was 81 percent. The percentages of correct answers on the two subtests were nearly identical to statewide performance and one percentage point higher than the national averages.</p>	<ul style="list-style-type: none"> • Examine Quartile Reports in more depth to isolate factors which might contribute to improved candidate performance on the sub-tests noted.

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	<ul style="list-style-type: none"> • <u>Teaching Students with Learning Disabilities</u> The pass rate for this Praxis II test for the years 2005-06 was 100 percent. The percentage of correct answers on the three subtests for the this year was nearly identical to statewide and national results. Data for 2006-07 have not as yet been received from testing company. • <u>Teaching Students With Mental Retardation</u> West Virginia does not require this test but instead accepts a passing score on the Knowledge Based Core Principles test for licensure. • <u>Autism</u> West Virginia does not require an Autism-specific test for licensure but instead accepts a passing score on the Knowledge Based Core Principles test for licensure. 	<ul style="list-style-type: none"> • Examine the Curriculum and Instruction subtest to determine what factors might contribute to the decline in candidate performance in this category. • Seek approval of a process to require all candidates in this specialization to take the appropriate Praxis test (even if not required) to provide a measure of candidate performance. • Same as above
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	<ul style="list-style-type: none"> • <u>Visual Impairments</u> Although the WV Board of Education does not require this Praxis exam for licensure because the test has not been validated for use in West Virginia, effective Spring 2003, all candidates were required to sit for the exam for candidate assessment purposes. To date, only 12 candidates have taken the exam with a 100 percent pass rate. • <u>Deaf/Hard of Hearing</u> No Praxis II data are available for this specialization which was added as a state-wide program in Fall 2003 • <u>Gifted Education</u> Numbers taking test were too low to provide a meaningful basis for analysis of subtests. However, 100 percent of candidates passed the exam. • <u>Multi-categorical</u> The pass rate for 2005-06 was 100 percent for the 26 test takers. Test data for 2006-07 are not yet available 	<ul style="list-style-type: none"> • No Action Required • No Action Required • No Action Required • Examine and analyze quartile report after 2004-05 test results become available.
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- Preschool/Special Education (Pre K-K)

Ten candidates sat for this exam in the last year for which data were available. The pass rate of 100% on Test 0690.

- Assessment of Dispositions

In Spring 2004, a “Self Assessment of Personal Characteristics” instrument was piloted. The pilot was expanded to include all candidates involved in field experiences or practicum’s between Summer 2004 and Spring 2005. This survey, and accompanying scoring rubric, assesses the four components of Candidate Dispositions (Commitment to Students, to the Profession of Diversity and to Technology) as well as other professional characteristics. Candidate ratings indicated that all four components of Dispositions were generally rated average or above, the weakest component was Commitment to Technology. Candidate ratings on the other four characteristics (Strong Communication Skills, Strong Interpersonal Skills, Strong Work Habits and Impact on P-12 Students) were generally in the range of Average – Strength, the area of relative weakness was Impact on P-12 Students.

Expansion of the pilot between Summer 04 and Spring 05 confirmed these results.

- Program faculty should examine these subtest objectives to determine factors which might contribute to improved candidate performance in these categories.

- Expanded Assessment to include a pre-post test design for Summer 04 thru Spring 05. For this period, candidate dispositions were assessed (see Program Assessment Plan) upon admission, and again at the conclusion of Practicum. Candidate growth across these three checkpoints was analyzed. A T-Test (paired samples) indicated statistically significant growth between admission and conclusion of the program. Future plans include expanding the analysis to include three data checkpoints and

	<p>Supervisor. Weekly progress reports evaluating nine performance indicators are jointly developed/approved by the Co-op and Supervisor and consist of ratings for each item on a five-point Likert scale. Data were analyzed on a pre-post test design incorporating the first and last Weekly Progress Report.</p> <ul style="list-style-type: none"> • <u>Assessment of Candidate Growth in Clinical (Practicum) Experiences</u> <p>Candidates in the Practicum experience are paired with a cooperating field based professional trained at the Masters Degree level and both are teamed with a College Supervisor. Weekly progress reports evaluating nine performance indicators are jointly developed/approved by the co-op and Supervisor and consist of ratings for each item on a five-point Likert scale. Data were analyzed on the pre-post test design incorporating the first and last Weekly Progress Report.</p> <p>Analyses of these data in the first three years (2003-05 and 2005-06) showed statistically significant growth in candidate competence during the practicum experience on all nine factors.</p>	<p>admission, prior to field experiences and at program completion.</p> <ul style="list-style-type: none"> • This is probably a Quality assessment technique. However, the Special Education Program also requires a narrative summary, developed by the cooperating field-based professional and the college supervisor. This narrative should be analyzed (or perhaps revised) in order to have a third data source with which to analyze candidate performance. • Weekly Progress Reports, currently analyzed in the aggregate for <u>all</u>
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	<p>The four competencies for which the greatest overall growth was documented for all candidates were, in rank order, Use of Appropriate Evaluation Techniques, Management of Time, Use of Appropriate Instructional Techniques and Planning and Organization. However, the four competencies with the lowest overall ratings for all candidates, in rank order, were Involvement of Students, Use of Appropriate Evaluation Techniques, Management of Time and Planning and Organization.</p>	<p>specializations, should be examined <u>for each</u> specialization to determine if patterns of relative strength and weakness are found for individual specializations. However, data on program candidates indicates that most candidates opt for the new multi-categorical certification patter. During 2005-06, program faculty will monitor this trend to determine if sufficient numbers of candidates opting for traditional certifications are available to conduct discrete data analyses.</p>
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APPENDIX E:

Assessment of Student Outcomes

Program: Special Education

Assessment of Student Outcomes

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/ Benchmark	Result/Analysis	Action Taken
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<p>1. Strengthen applicant pool.</p>	<p>Program Advisor, Program Chair</p>	<p>GPA, GRE, and/or Millers Analogy Test Scores</p>	<p>Minimum GPA of 2.5, minimum GRE (combined verbal/quantative) score of 800, minimum MAT of 378. All of these measures are expected to be at, or above, school averages.</p>	<p>Although average GRE/MAT scores are well above the School minimums, faculty agree that continued caution should be used in allowing provisional admission for candidates with low GRE/MAT scores.</p> <p>Mean undergraduate GPA has increased to 3.09 (Appendix D) but average MAT scores remained essentially unchanged.</p>	<p>Have rigidly adhered to standards and eliminated provisional admissions.</p> <p>Progress is ongoing and is documented in Appendix D</p>
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<p>2. Improve candidate skills in integrating technology.</p>	<p>Program Faculty, Chair</p>	<p>Follow-up surveys of graduates and employers. Quartile scores for licensure tests</p> <p>Assessing technological skills should be at or above state averages.</p>	<p>Survey results should indicate an improved skill level related to integrating technology</p> <p>(See Appendix D).</p>	<p><u>Curriculum Integration</u></p> <p>-data resulting from candidate, graduate and employer surveys clearly indicate that while some integration of technology is a feature of the Special Education Program,</p> <p>The need for more systematic process for integrating technology is indicated.</p>	<p>Program Faculty have restructured program requirements to include a technology course. All candidates are now required to take an Educational Computing course (CIEC 534) as part of the degree requirements. In addition, the same course (CIEC534) is being added to all teacher licensure programs</p>
<p>3. Improve candidate performance on licensure tests.</p>	<p>Program Faculty</p>	<p>WV Department of Education licensure test data. Analysis of quartile scores on teacher licensure tests</p> <p>(Praxis testing series).</p> <p>All Praxis scores should average at, or above, those for the entire state.</p>	<p>Cut scores set for successfully passing licensure tests (set by WV Department of Education)</p>	<p>While Marshall University continue to improve and are pass rates on these tests above the state averages, Quartile scores for each specialization also indicate room for improvement. (See Appendix D).</p>	<p>During 2005-06 faculty analyzed test results (to include quartile reports) to isolate areas of relative weakness and then to develop corrective/improvement strategies. A complete redesign of the program occurred during 2005-06 in order to meet this need. Presently, the Special Education Program is revising all Plans of Study forms for both Masters Degree and teacher licensure-both will reflect the new requirements of State Board of Education Policy 5100.</p>

<p>4. Develop a systematic approach and accompanying data base to assess the candidate dispositions identified as important via NCATE Standards.</p>	<p>Program Faculty, Chair</p>	<p>Candidate "Self-Assessment of Personal Characteristics" survey instrument.</p>	<p>This instrument was field-tested in Spring '04 and piloted in Summer Session '04, and now analyzed each year. Benchmarks (ratings) are described in a rubric accompanying the instrument. The aggregate results should reflect substantial growth between entrance to the program and orientation for field experience and again between the beginning and completion of the graduate practicum.</p>	<p>This initiative now in place. Evaluation Data generated in 2005-06 have currently been analyzed and data from 2006-07 are currently under review prior to analysis. Results to date clearly indicated candidate growth between each of these checkpoints (entry level, at completion of pre-practicum coursework and at the conclusion of field experiences).</p>	<p>In 2005-06 data for two years were analyzed, to ascertain candidate growth. Plans for the coming year include further review because the accumulation of two years of data provide sufficient data to conduct more detailed analysis. Further, a process for ensuring and documenting field experiences at each level (K-6, 5-8 and 9-12) has been developed and will be fully incorporated with the curriculum during 2007-08 school year.</p>
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