



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: December 10, 2010

RE: Annual Assessment Report for 2009-2010

The Annual Assessment Plan for Special Education has been revised this year and is somewhat different than those submitted in past years. The Annual Assessment Plan developed this year reflects a more data-based approach to Special Education Program and candidate assessment. Narrative describing plans for the current year, assistance needed and lessons learned are included in 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 – Assessment of Student Outcomes from (required by the University Assessment Office) targeting strategies/actions to be undertaken. This year's submission focuses on candidate attainment of two sets of essential content knowledge needed for effectiveness in the classroom (see Appendix C).

These outcomes were targeted as a result of previous assessment indicating potential for improvement. A detailed analysis of Praxis test data, and activities engaged as a result, are located in Appendix C.

Thank you for your review of the 2009-2010 Assessment Report. If you have any questions or require additional information, please call upon me.

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ASSESSMENT PLAN FOR SPECIAL EDUCATION (MA)

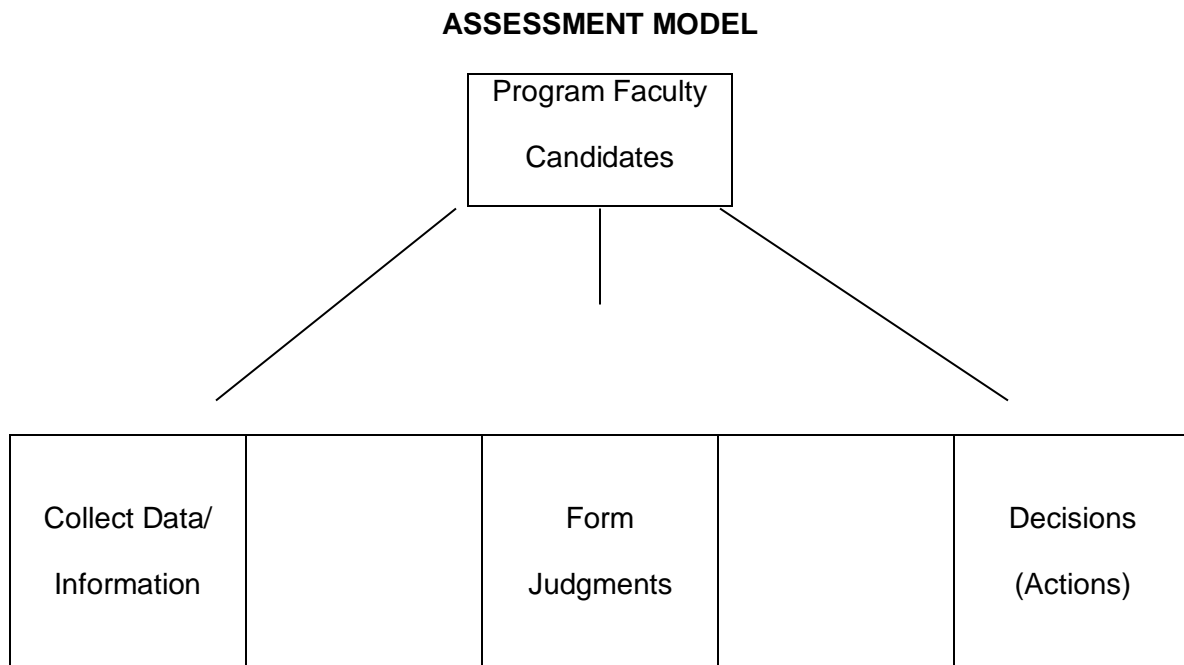
Assessment Model

The Special Education Program recognizes the value of program and candidate assessment. The program has made curricular changes based on the performance assessment of candidates. 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, candidates 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 used as 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 for 2009-10 may be viewed in detail in **Appendix D**.

The following characteristics provided the frame work used for the development of program and candidate 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 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 multi-categorical. 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/Quantitative 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 24 semester hours for certification with at least 15 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.

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 within 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 therefore 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 on candidate learning. In some cases, it may be determined that goals are being met and that no additional changes are required.

The 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.

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 candidate.

Note: See Appendix B for in-depth description of the entire candidate assessment framework.

Plans for Current Year:

The revised Special Education Program was initiated in Fall 2007 and the process for transitioning candidates from the "old" to the revised program was engaged, and then the State Board of Education Policy 5100 was revised again in Spring 2008.

Because of these policy changes, the Special Education Program felt it necessary to evaluate the extent, if any, to which the acquisition of discipline-specific knowledge has been affected. Two measures of the acquisition of this knowledge were chosen: (1) The Praxis II: Core Content Knowledge Test, and (2) The Praxis II: Teaching Students with Mild and Moderate Disabilities. Both tests are standardized ones developed by the Education Testing System (ETS) and have been adopted by the WV Department of Education for the licensure of special educators. Results from the past two administrations of these tests have been analyzed in 2009-10 and the results form the basis for this Annual Assessment Report. See Appendix C for data charts and Quartile Analysis tables for each of the two candidate assessments forming the basis for this report.

Assistance Needed:

No assistance is needed to accomplish the Annual Assessment process. However, the Special Education program has struggled with filling faculty positions because the University salary schedule for entry-level faculty is not competitive on a national level. This has become a major area of concern for this department.

Lessons Learned:

We still struggle with the analysis of some candidate assessment data because the past three years have been typified by changes from external forces such as the repeated revisions of State Board of Education Policy 5100 which governs teacher certification. This is a continuing challenge but not 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 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 	<ul style="list-style-type: none"> - Approval of Practicum Checklist - Reflecting CEC and Policy 5100 Standards -Practicum Artifacts 	<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 	<ul style="list-style-type: none"> -Each Semester -Annually 	<ul style="list-style-type: none"> Program Modifications to both Pre-Clinical and Clinical Experiences -Modification /Revision of Coursework and/or Clinical Experiences
<ul style="list-style-type: none"> • PRAXIS Licensure Tests 	<ul style="list-style-type: none"> -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"> -School Data Base on PRAXIS Results by Program -GPA -Audit of Comps 	<ul style="list-style-type: none"> -Each Semester 	<ul style="list-style-type: none"> Basis for Recommendation for Certification by WVDE

APPENDIX C:

Assessment of Student Outcomes

Program: Special Education

Assessment of Student Outcome

(2009-2010)

Student Outcome	Person or Office Responsible	Assessment Tool or Approach	Standards/Benchmark	Result/Analysis	Action Taken
<ul style="list-style-type: none"> • Understand the current knowledge base in the specialization • Demonstrate a basic understanding of human growth and development in an area of specialization 	<p>Program Director, Program Faculty</p>	<p>Praxis II Core Content Knowledge Praxis II Teaching Students with Mild and Moderate Disabilities</p>	<p>Meet or exceed Board of Education score of 146 Meet or exceed WV Board of Education score of 153</p>	<p>(see next pages) (see next pages)</p>	<p>The Special Education faculty, based on Praxis results and grades assigned, are comfortable with the level of content mastery by our candidates. Taken in combination, these measures clearly demonstrate a significant level of mastery regarding the role for which they are preparing. A review of the successful completion rate cited elsewhere in this report is further confirmation of this judgment. To the limited extent to which in-depth analysis of the Praxis Quartile Reports is possible, the faculty feels that having a larger percentage of completers in the</p>

					<p>upper quartiles should be a goal. To that end, faculty have developed an ongoing process designed to ensure that master course syllabi are not only regularly updated to include all core Council for Exception Children (CEC) Knowledge/Skill-based competencies and appropriate references, but that the teaching syllabi used by both full and part time faculty reflect the critical elements of each of the ten standards.</p>
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Praxis Test Information

Program – Special Education

Test: Education of Exceptional Students: Core Content Knowledge

WV's Passing Score – 146

Marshall University			
	2007-08	2008-09	2009-10
Number of test takers	50	48	Data Not Avail
Highest score	200	194	
Lowest score	132	143	
Median score	174	177	
Pass rate	96%	98%	

National			
	2007-08	2008-09	2009-10
Number of test takers	12,465	15,582	Data Not Avail
Highest score	200	200	
Lowest Score	100	100	
Median score	174	174	
Pass rate	----		

- I. Understanding Exceptionalities
- II. Legal and Societal Issues
- III. Delivery of Services to Students with Disabilities

Test Category	Institution Average % Correct			State-Wide % Correct			National Average % Correct		
	2007-08	2008-09	2009-10 Data Not Available	2007-08	2008-09	2009-10 Data Not Available	2007-08	2008-09	2009-10 Data Not Available
I.	77%	79%		76%	76%		76%	77%	
I.	82%	84%		78%	78%		77%	77%	
III.	73%	75%		74%	75%		75%	75%	

Quartile Report for 2007-08

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.	10 – 20%	7 – 14%	24 – 48%	9 – 18%	50 – 100%
II.	4 – 8%	15 – 30%	15 – 30%	16 – 32%	50 – 100%
III.	9 – 18%	22 – 44%	8 – 16%	11 – 22%	50 – 100%

Quartile Report for 2008-09

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.	8 – 17%	17 – 35%	14 – 29%	9 – 19%	48 – 100%
II.	3 – 6%	20 – 42%	14 – 29%	11 – 23%	48 – 100%
III.	10 – 21%	18 – 38%	7 – 15%	13 – 27%	48 – 100%

Quartile Report for 2009-10 – Data Not Available

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.					
II.					
III.					

Praxis Test Information

Program – Special Education

Test: Education of Exceptional Students: Mild to Moderate Disability

WV's Passing Score – 153

	Marshall University 2007-08	Marshall University 2008-09	Marshall University 2009-10	National 2007-08	National 2008-09	National 2009-10
Number of test takers	44	48	Not Avail	5,007	5,520	Not Avail
Highest score	200	197		200	200	
Lowest score	152	154		125	132	
Median score	179	180.5		178	178	
Pass rate	97.7%	100%		----		

- I. Assessment
- II. Curriculum and Instruction
- III. Structuring and Managing the Learning Environment

Test Category	Institution Average % Correct 2007-08	Institution Average % Correct 2008-09	Institution Average % Correct 2009-10	State-Wide Average % Correct 2007-08	State-Wide Average % Correct 2008-09	State-Wide Average % Correct 2009-10	National Average % Correct 2007-08	National Average % Correct 2008-09	National Average % Correct 2009-10
I.	65%	70%	Not Avail	67%	66%	Not Avail	65%	64%	Not Avail
II.	60%	60%		61%	58%		60%	58%	
III.	59%	57%		60%	60%		58%	57%	

Quartile Report 2007-08

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.	11 – 25%	8 – 18%	16 – 36%	9 – 20%	44 – 100%
II.	11 – 25%	12 – 27%	10 - 23%	11 – 25%	44 – 100%
III.	10 - 23%	11 – 25%	14 – 32%	9 – 20%	44 – 100%

Quartile Report 2008-09

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.	5 – 10%	17 – 35%	16 – 33%	10 – 21%	48 – 100%
II.	9 – 19%	10 – 21%	14 - 29%	15 – 31%	48 – 100%
III.	12 - 25%	8 – 17%	16 – 33%	12 – 25%	48 – 100%

Quartile Report 2009-10 – Data Not Available Yet

Test Category	1 st quartile	2 nd quartile	3 rd quartile	4 th quartile	TOTAL
I.					
II.					
III.					