

## M.A - SPECIAL EDUCATION

### Annual Report

#### A. Program Overview

A.1., 2., and 3. Description ,Goals and Target Population – The Marshall University Special Education program is one that provides opportunities for initial certification in six teaching specializations at the graduate level. The program and its assessment components are compatible with graduate candidates who have an average age of thirty-six, are typically fully employed by school districts, and are part-time students. The conceptual framework for the program are based on the theme, “Preparing the Experienced Professional as Specialist”. The Professional Education Unit goals for advanced programs serve as the basis for developing eight goals for the special education program that are consistent with those of the University mission, the Conceptual Framework and most importantly, the professional preparation standards of the Council of Exceptional Children (CEC). Goals for the Program include the following expectations as outcomes for graduate students:

- Understand and apply the current knowledge base in one of six specializations;
- 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 community and society as a whole;
- Acquire an understanding of the application of technology in an area of specialization;
- Acquire an understanding of human growth and development and apply this knowledge to curriculum development, instruction and educational decision making;
- Acquire a comprehensive understanding of children with special needs and the ability to provide assistance within the least restrictive environment;
- Recognize variations of cultural pluralism/diversity and the related implications for curriculum and instruction;
- Communicate effectively with a wide variety of constituent groups including school personnel, policy makers, parents and other community members and;
- Develop the self-direction needed to become an independent, self-confident professional with a commitment and continued professional growth and development and life-long learning.

A.4. – Program Viability - Enrollments in the Special Education program remain stable in all specializations. In addition to maintaining a full rotation of courses at the Beckley, South Charleston and Huntington campuses, the program is concluding a cohort at the Mid-Ohio Valley Center and also delivers the Visual Impairment and Deaf/Hard of Hearing specializations to statewide cohorts.

## D. Technology Utilization/Integration

D.1. Curriculum Integration – As a result of analyzing the results of the six key Candidate Assessments (Appendix 1), the requirements for all degree and certification plans of studies have been revised to include a three-credit technology utilization course (CIEC 534).

D.3. Other Technology Projects – In addition to the basic educational technology integrated into all specializations, the Visual Impairments and Deaf/Hard of Hearing specializations incorporate training on the latest assistive technology available for use with individuals with these sensory impairments.

## E. Faculty

E.1. Faculty Status – All tenure track faculty positions are filled with most faculty holding both tenure and advanced rank. Retention has not been an issue, although it is anticipated that future recruitment of experienced, highly qualified individuals will be constrained by the existing salary structure.

E.6. Student Course Evaluation Summary – A review of student course evaluation data for Fall 2009, Fall 2010 and Spring 2011 (Appendix 2) reveals that, in the aggregate, Special Education courses were rated similarly to those for the Professional Education Unit (PEU) as a whole, for the most part. By the same measure, the differences in evaluations for full versus part-time faculty show little significant difference. On the whole, this lack of difference indicates that the cadre of adjunct and part-time faculty is a strong one and is highly regarded by students in advanced programs. On the other hand, a comparison of student evaluations for face-to-face courses versus distance ones, indicates lower evaluations for the latter. Because this appears to be uniformly true across advanced programs in the PEU, and investigation of this phenomena at the unit level would appear warranted.

## F. Program Information

F 1, 2 &3 –NCATE, NCA and WVDE Status – All teacher specializations have been recently refilled and enjoy full approval status with the WV Department of Education. The Special Education program opted for the Curriculum Analysis Report (CAR) in lieu of the SPA approval process leading to NCATE accreditation. The WVDE review process of the CAR reports is underway at present. Until the full NCATE approval process is completed, all specializations will continue to enjoy both NCATE and NCA full approval.

I. Candidate Performance - Candidate and program performance is evaluated via six key assessments for each specialization (Multi-categorical, Visual Impairment, Deaf/Hard of Hearing, Preschool Special Needs, Autism and Gifted). A presentation of these assessments may be found in Appendix 1 which includes the following for each specialization: a description of the assessment and its use in the program; a description of how each assessment is aligned with the professional (Council for Exceptional Children) standards; a summary and brief analysis of the data derived from each; an interpretation of how data provides evidence for meeting those standards.

J. & K. Synthesis of Assessment Data and Plans for Next Year and Beyond – The special education program has just completed its candidate information for this cycle of NCATE accreditation. Appendix 4 contains a synthesis of those data, the major findings and the interpretation of how the data may be used to improve program and candidate performance for each specialization for the future.

L. Candidate Disposition Data – In addition to the six key candidate assessments, each year all programs are required by NCATE to assess the key candidate dispositions adopted by the Professional Education Unit. A complete copy the data analyses are included in Appendix 5.

## Appendix 1

### Key Assessments and Assessment Points

**SECTION II— LIST OF ASSESSMENTS**

	<b>Name of Assessment</b>	<b>Type or Form of Assessment</b>	<b>When the Assessment Is Administered</b>	<b>CEC Standard Addressed</b>
1	<b>[Licensure assessment, or other content-based assessment]</b>  Praxis II Core Content Knowledge	State Licensure Test	At conclusion of coursework	1. Foundations
2	<b>[Assessment of content knowledge in special education]</b>  Praxis II Mild to Moderate Disabilities	State Licensure Test	At conclusion of coursework	2. Characteristics 3. Learning Differences
3	<b>[Assessment of candidate ability to plan instruction]</b>  Lesson Planning	Checklist	During clinical	4. Instructional Strategies 7. Instructional Planning
4	<b>[Assessment of student teaching]</b>  Weekly Progress Reports	Observation Rating Scale	During clinical	5. Learning Environments
5	<b>[Assessment of candidate effect on student learning]</b>  (A)Competency Checklist and (B)Action Research Project	Checklist	At conclusion of clinical	6. Language 8. Assessment 10. Collaboration
6	<b>[ Additional assessment that addresses CEC standards]</b>  Self-Assessment Survey	Survey	Program entry; Prior to clinical experience;  At conclusion of clinical experience	9. Ethical Practice
7	<b>Additional assessment that addresses CEC standards (optional) ]</b>			
8	<b>Additional assessment that addresses CEC standards (optional) ]</b>			

## Appendix 2

### Student Course Evaluation Data

Exhibit 19  
 Aggregated Candidate Evaluation of Faculty Data for PEU Special Education Advanced Program  
 (Fall 2009, Fall 2010 and Spring 2011)

Survey Item	Fall 2009		Fall 2010		Spring 2011	
	M	SD	M	SD	M	SD
1. The instructor followed his/her syllabus.	4.78	.45	4.63	.69	4.61	.66
2. The instructor gave clear expectations to clarify concepts.	4.49	.87	4.34	1.03	4.14	1.26
3. The instructor was supportive in academic situations.	4.67	.63	4.46	.93	4.28	1.12
4. The instructor showed enthusiasm when teaching.	4.43	.91	4.31	1.02	4.27	1.00
5. The instructor informed students of their progress.	4.63	.66	4.45	.95	4.49	.93
6. The instructor's use of examples helped to get points across in class.	4.43	.88	4.37	.89	4.10	1.25
7. The instructor adequately explained the grading scale.	4.61	.74	4.50	.82	4.46	.90
8. I believe that I learned in this class.	4.65	.67	4.47	.78	4.35	.99
9. The objectives of the course were well explained.	4.61	.66	4.55	.76	4.40	.95
10. The instructor treated me fairly.	4.72	.64	4.58	.81	4.47	.83
11. The instructor was enthusiastic about the course material.	4.51	.82	4.35	.94	4.27	.97
12. The instructor encouraged students to ask questions.	4.55	.85	4.47	.90	4.37	.93
13. The instructor provided me with an effective array of challenges.	4.52	.84	4.37	.89	4.27	1.08
14. The course was well organized.	4.62	.77	4.46	.90	4.36	1.01
15. The instructor carefully answered questions raised by students.	4.55	.80	4.35	.97	4.24	1.05
16. This course challenged me intellectually.	4.43	.99	4.30	.97	4.27	1.02
17. The instructor treated students with respect.	4.62	.80	4.56	.87	4.41	.95
18. The instructor presented material in a clear manner.	4.45	.94	4.32	1.02	4.09	1.24
19. I have become more competent in this area because of this course.	4.53	.85	4.38	.88	4.29	1.08
20. The instructor used class time well.	4.42	.88	4.33	.88	4.26	.99
21. The instructor seemed genuinely interested in wanting me to learn.	4.57	.83	4.47	.89	4.32	1.05
22. I would recommend this instructor to other students.	4.57	.82	4.39	1.02	4.21	1.24

N = 175 (Fall 2009)  
 N = 136 (Fall 2010)  
 N = 117 (Spring 2011)

Scale: 1 = Strongly Disagree  
 2 = Disagree  
 3 = Neutral  
 4 = Agree  
 5 = Strongly Agree

Exhibit 20  
 Comparison of Candidate Evaluation of Full-Time (FT) and Part-Time (PT) Faculty: PEU Special Education  
 Advanced Program  
 (Fall 2009, Fall 2010 and Spring 2011)

Survey Item	Fall 2009		Fall 2010		Spring 2011	
	<u>M</u> (FT)	<u>M</u> (PT)	<u>M</u> (FT)	<u>M</u> (PT)	<u>M (FT)</u>	<u>M (PT)</u>
1. The instructor followed his/her syllabus.	4.82	4.67	4.68	4.53	4.62	4.58
2. The instructor gave clear expectations to clarify concepts.	4.49	4.47	4.29	4.44	3.96	4.42
3. The instructor was supportive in academic situations.	4.70	4.58	4.42	4.55	4.14	4.51
4. The instructor showed enthusiasm when teaching.	4.44	4.40	4.26	4.42	4.18	4.41
5. The instructor informed students of their progress.	4.72	4.38	4.46	4.43	4.58	4.34
6. The instructor's use of examples helped to get points across in class.	4.45	4.40	4.36	4.40	4.00	4.27
7. The instructor adequately explained the grading scale.	4.65	4.49	4.49	4.51	4.47	4.44
8. I believe that I learned in this class.	4.72	4.42	4.46	4.49	4.32	4.40
9. The objectives of the course were well explained.	4.66	4.44	4.55	4.56	4.39	4.41
10. The instructor treated me fairly.	4.72	4.73	4.55	4.64	4.39	4.58
11. The instructor was enthusiastic about the course material.	4.49	4.58	4.33	4.40	4.19	4.40
12. The instructor encouraged students to ask questions.	4.52	4.64	4.42	4.58	4.35	4.40
13. The instructor provided me with an effective array of challenges.	4.60	4.29	4.34	4.44	4.17	4.44
14. The course was well organized.	4.72	4.33	4.48	4.42	4.37	4.33
15. The instructor carefully answered questions raised by students.	4.55	4.53	4.33	4.40	4.14	4.40
16. This course challenged me intellectually.	4.52	4.18	4.25	4.40	4.21	4.37
17. The instructor treated students with respect.	4.64	4.56	4.54	4.58	4.32	4.56
18. The instructor presented material in a clear manner.	4.44	4.47	4.26	4.45	3.94	4.33
19. I have become more competent in this area because of this course.	4.62	4.24	4.37	4.40	4.22	4.40
20. The instructor used class time well.	4.47	4.29	4.32	4.35	4.31	4.18
21. The instructor seemed genuinely interested in wanting me to learn.	4.62	4.44	4.47	4.45	4.22	4.47
22. I would recommend this instructor to other students.	4.59	4.49	4.37	4.44	4.10	4.40

Fall 2009: FT (N = 130), PT (N = 45)  
 Fall 2010: FT (N = 93), PT (N = 43)  
 Spring 2011: FT (N = 72), PT (N = 45)

Scale: 1 = Strongly Disagree  
 2 = Disagree  
 3 = Neutral  
 4 = Agree  
 5 = Strongly Agree

Exhibit 21

Comparison of Distance Education (DE) and Face-to-Face (F2F) Candidate Evaluation of Faculty Data: Special Education Advanced Program  
(Fall 2009, Fall 2010 and Spring 2011)

Survey Item	Fall 2009		Fall 2010		Spring 2011	
	M (F2F)	M (DE)	M (F2F)	M (DE)	M (F2F)	M (DE)
1. The instructor followed his/her syllabus.	4.84	4.75	4.83	4.46	4.69	4.55
2. The instructor gave clear expectations to clarify concepts.	4.76	4.34	4.81	3.92	4.48	3.90
3. The instructor was supportive in academic situations.	4.84	4.58	4.88	4.08	4.56	4.07
4. The instructor showed enthusiasm when teaching.	4.76	4.25	4.94	3.75	4.67	4.00
5. The instructor informed students of their progress.	4.77	4.56	4.79	4.15	4.54	4.45
6. The instructor's use of examples helped to get points across in class.	4.81	4.23	4.81	4.00	4.54	3.80
7. The instructor adequately explained the grading scale.	4.65	4.59	4.80	4.24	4.60	4.36
8. I believe that I learned in this class.	4.81	4.56	4.81	4.17	4.53	4.23
9. The objectives of the course were well explained.	4.71	4.55	4.89	4.25	4.58	4.26
10. The instructor treated me fairly.	4.85	4.65	4.94	4.27	4.74	4.28
11. The instructor was enthusiastic about the course material.	4.71	4.41	4.89	3.86	4.69	3.99
12. The instructor encouraged students to ask questions.	4.69	4.48	4.91	4.08	4.60	4.22
13. The instructor provided me with an effective array of challenges.	4.74	4.40	4.78	4.01	4.48	4.13
14. The course was well organized.	4.74	4.56	4.84	4.12	4.51	4.25
15. The instructor carefully answered questions raised by students.	4.71	4.46	4.84	3.92	4.53	4.04
16. This course challenged me intellectually.	4.63	4.33	4.76	3.89	4.51	4.10
17. The instructor treated students with respect.	4.76	4.54	4.95	4.21	4.65	4.25
18. The instructor presented material in a clear manner.	4.58	4.37	4.79	3.92	4.48	3.83
19. I have become more competent in this area because of this course.	4.71	4.42	4.73	4.07	4.52	4.13
20. The instructor used class time well.	4.73	4.26	4.76	3.94	4.49	4.10
21. The instructor seemed genuinely interested in wanting me to learn.	4.71	4.50	4.89	4.09	4.58	4.13
22. I would recommend this instructor to other students.	4.76	4.46	4.89	3.94	4.52	4.00

Fall 2009: F2F (N = 62), DE (N = 113)

Fall 2010: F2F (N = 64), DE (N = 72)

Spring 2011: F2F (N = 48 ), DE (N = 69)

## Appendix 3

Key Assessments: Instruments and Description of Use, Alignment with Professional Standards, and Analyses of Data

## SECTION IV – Evidence for Meeting Standards

### Assessment 1

#### Praxis II – Core Content Knowledge

**1. Brief description of the assessment and its' use in the program.**

Praxis II measures knowledge of the specific subjects that candidates will teach. It also covers general information regarding teaching skills and knowledge. This test is paper delivered only.

Candidates respond to all questions designed in a multiple-choice format. All MU teacher candidates are required to take and pass the Praxis II Core Content Test, the cut score for which is determined by the West Virginia Board of Education.

**2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.**

Alignment of the Praxis II Core Content Test subtests of I Understanding Exceptionalities, II Legal and Societal Issues, and III Service Delivery with the CEC standards are presented in the following matrix:

Praxis II – Educating Exceptional Children-Core Content

CEC STANDARD	Praxis Categories		
	I <u>Understanding Exceptionalities</u>	II <u>Legal/Societal Issues</u>	III <u>Service Delivery</u>
1. Foundations		✓	
2. Devel. Chara/Learners	✓		
3. Ind. Learning Differences	✓		
4. Instructional Strategies	✓		
5. Learning Environment/Social			✓
6. Language	✓		
7. Instructional Planning			
8. Assessment		✓	
9. Professional/Ethical			
10. Collaboration			✓

3. **Candidate data derived from the assessment and brief analysis of the data findings.**

The average pass rate for the Praxis II Core Content Test was 97% on each administration covered in this report. An analysis of test results for candidates in the alternative track showed no significant differences in high and low score, median score and pass rate. On the two reporting cycles included in this report, MU teacher candidates exceeded or had the State-Wide percentage correct on all subtest categories in Administration#2 and two of the three categories in Administration#1. When compared to National Averages the same results occurred. In examining Quartile performance across the subtests for the Praxis II Core Content Knowledge Exam, the following results were determined. In subtest I Understanding Exceptionalities 66% of MU candidates finished in the top two quartiles on Administration#1. On Administration#2 the percent of candidates in the top two quartiles was 48%. Subtest 2, Legal and Societal Issues results were 62% of candidates in Administration#1 were in the top two quartiles as were 52% of candidates in Administration#2. The final subtest, III Delivery of Services to Students with Disabilities, showed similar results with 38% and 42% of candidates in the top quartiles in both administrations. These results, although good, clearly show room for improvement in select areas of Core Content Knowledge.

**Praxis Test Information**

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**Program – Special Education**

**Test: Education of Exceptional Students: Core Content Knowledge**

WV's Passing Score – 146

Marshall University						
	2007-08	2007-08 Alternative	2008-09	2008-09 Alternative	2009-10	2009-10 Alternative
Number of Test Takers	50*	12	48*	16	48*	19
Highest score	200	184	194	194	197	188
Lowest score	132	148	143	156	147	151
Median score	174	171	177	182	174	176
Pass rate	96%	100%	98%	100%	100%	100%

\*duplicated count

National			
	2007-08	2008-09	2009-10
Number of test takers	12,465	15,582	16,449
Highest score	200	200	200
Lowest Score	100	100	103
Median score	174	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		
	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10
I.	77%	79%	77%	76%	76%	77%
II.	82%	84%	83%	78%	78%	79%
III.	73%	75%	73%	74%	75%	74%

National Average % Correct		
2007-08	2008-09	2009-10
76%	77%	77%
77%	77%	78%
75%	75%	75%

Test Category	1 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> 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 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> 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 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> quartile	TOTAL
I.	11 – 23%	20 – 42%	11 – 23%	6 – 13%	48 – 100%
II.	3 – 6%	14 – 29%	18 – 38%	13 – 27%	48 – 100%
III.	15 – 31%	16 – 33%	11 – 23%	6 – 13%	48 – 100%

**4. Interpretation of how that data provides evidence for meeting standards.**

Cut scores for the Praxis II Core Content Test are established by the WV Board of Education. This exam was selected by the state because the content is grounded upon, and reflective of, the standards for Core Content Knowledge in Special Education adopted by the Council for Exceptional Children. These standards (CEC 1-6, 8 &10) include critical elements such as similarities and differences in human development, individual learning differences that effect individual learning, critical components of instructional planning and instruction, and creating a nurturing, collaborative environment for all learners. A review of overall pass rates and comparisons to state and national performances clearly indicates mastery of Core Content Knowledge by MU candidates.

**5. Assessment documentation, including;**

a. **The assessment tool or description of the assignment**

A description of the Praxis II Core Content Test is provided as required in Question#1.

b. **The scoring guide for the assessment**

Scoring Guide – A minimum score of 146 was established by the WV Board of Education for licensure in Multi-Categorical.

Assessment 2  
Praxis II – Mild to Moderate Disability

1. **Brief description of the assessment and its use in the program.**

Praxis II Mild to Moderate Disability is designed to assess a candidate’s knowledge regarding teaching skills and knowledge. The three subtests of this instrument cover the critical areas of Assessment, Curriculum and Instruction, and Structuring and Managing the Learning Environment. Candidates respond to all questions in a multiple-choice format. All MU teacher candidates are required to take and pass the Praxis II Mild to Moderate Disability test. A cut score is established by the WV Board of Education.

2. **Description of how this assessment specifically aligns with the standards it is cited for in Section III.**

Alignment of the Praxis II -Mild to Moderate Disability subtests I Assessment, II Curriculum and Instruction, and III Structuring and Managing the Learning Environment with the CEC standards is presented in the following matrix:

Praxis II: Education of Exceptional Students: Mild to Moderate Disabilities.

CEC Standard	Praxis Assessment Categories		
	I Assessment	II C & I	III Structuring/Managing Learning Environment
1. Foundations			
2. Devel. Chara/Learners	✓		
3. Ind. Learning Differences	✓		✓
4. Instructional Strategies		✓	
5. Learning Environ/Social			✓
6. Language	✓		
7. Instructional Planning		✓	
8. Assessment	✓		
9. Professional/Ethical			✓
10. Collaboration			

**3. Candidate data derived from the assessment and brief analysis of the data findings.**

The pass rate for the Praxis II Mild to Moderate Disability test was 98% on each administration covered in this report. The range of scores for MU teacher candidates (200-152) was comparable to the national range of scores (200-125). The passing score of 153 was established by the WV Board of Education. An analysis of test results for candidates in the alternative track showed no significant differences in high and low scores, median score and pass rate.

An examination of the Quartile Reports indicates that over 50% of MU candidates scored in the top two quartiles of the Praxis II Mild to Moderate Disability test. Fifty six percent and 54% were recorded for Subtest I Assessment across both administrations. On Subtest II , Curriculum and Instruction, the results were 48% and 60% across administrations. The third subtest, III Structuring and Managing the Learning Environment, resulted in 52% and 58% of MU candidates placing in the top quartiles. The overall performance of MU candidates on the Praxis II Mild to Moderate Disability test is judged to be very good but leaves room for improvement in the test categories of Assessment, Curriculum and Instruction and Structuring/Managing the Learning Environment. While the institutional average percentage correct is at or above the national and state average, the performance of candidates in these categories could improve.

**Praxis Test Information**

**Program – Special Education**

Test: Education of Exceptional Students: Mild to Moderate Disability

WV's Passing Score – 153

Marshall University						
	2007-08	2007-08 Alternative	2008-09	2008-09 Alternative	2009-10	2009-10 Alternative
Number of test takers	44*	12	48*	17	42*	17
Highest score	200	189	197	197	198	198
Lowest score	152	152	154	154	155	157
Median score	179	174	180.5	174	174.5	178
Pass rate	97.7%	92%	100%	100%	100%	100%

\*duplicated count

National			
	2007-08	2008-09	2009-10
Number of test takers	5,007	5,520	5579
Highest score	200	200	200
Lowest score	125	132	135
Median score	178	178	179
Pass rate	----	---	---

- 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%	61%	67%	66%	63%	65%	64%	62%
II.	60%	60%	52%	61%	58%	56%	60%	58%	58%
III.	59%	57%	57%	60%	60%	59%	58%	57%	57%

Quartile Report 2007-08

Test Category	1 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> 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 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> 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 <sup>st</sup> quartile	2 <sup>nd</sup> quartile	3 <sup>rd</sup> quartile	4 <sup>th</sup> quartile	TOTAL
I.	8 – 19%	15 – 36%	13 – 31%	6 – 14%	42 – 100%
II.	12 – 29%	10 – 24%	15 – 36%	5 – 12%	42 – 100%
III.	6 – 14%	18 – 43%	14 – 33%	4 – 10%	42 – 100%

**4. Interpretation of how that data provides evidence for meeting standards.**

The Praxis II Mild to Moderate Disability exam was selected by the WV Board of Education as it is based upon, and reflective of, the standards adopted by the Council of Exceptional Children. Standards 2-9 cover critical aspects related to assessment, curriculum and instruction, and structuring and managing the learning environment for the instruction of students identified with Mild to Moderate Disabilities. These standards measure candidate knowledge in establishing a nurturing environment for learning while respecting individual differences. A review of the overall pass rate and

comparison to national numbers clearly indicate mastery of the standards evaluated in the Praxis II : Mild to Moderate Disability exam by Marshall University graduate candidates.

5. **Assessment documentation, including;**

a. **The assessment tool or description of the assignment**

A description of the Praxis II Mild to Moderate Disability exam is provided as required in Question#1.

b. **The scoring guide for the assessment**

Scoring Guide – A minimum score of 153 was established by the WV Board of Education for licensure in Multicategorical.

### Assessment 3 Lesson Planning

**1. Brief description of the assessment and its use in the program.**

The Lesson Plan format used in the Clinical Experience provides the framework for Assessment of Planning. It is central to the evaluation of the candidate’s ability to plan both instruction and behavioral management, to provide ongoing analysis of an individual’s learning progress, and to modify plans.

Candidates develop direct instruction lesson plans based upon stated objectives linked to the WV Content Standards and Objectives (CSOs), providing for individual differences and varying materials as appropriate.

**2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.**

Alignment of the assessment with the CEC Content Standards is detailed in the following matrix:

**Lesson Plan Components Linked to Elements of CEC Standards 4 & 7**

<b>Lesson Plan Components</b>	<b>Rationale</b>	<b>WV CSOs</b>	<b>Procedures &amp; Activities</b>	<b>Intro &amp; Follow-Up Procedures</b>	<b>Materials</b>	<b>Evaluation</b>
<i>CEC Standard 4: Instructional Strategies</i>	<i>Instructional Strategies to Individualize Instruction</i>  ✓		<i>Modify Learning Environments</i>  * <i>Critical Thinking, Problem Solving, Performance Skills</i>  ✓	<i>Development, Maintenance, Generalization</i>  ✓		<i>Positive Learning Results</i>  ✓
<i>CEC</i>		<i>Shorter</i>	<i>Acquisition,</i>		<i>Selection,</i>	<i>Ongoing</i>

<i>Standard 7: Instructional Planning</i>		<i>Range Goals &amp; Objectives</i>  ✓	<i>Modeling &amp; Guided Practice</i>  ✓		<i>Adaptation , Creation of Materials</i>  ✓	<i>Analysis of Learner's Progress</i>  ✓
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### 3. Candidate data derived from the assessment and brief analysis of the data findings

Sample lesson plans are used to guide instruction and are considered works in progress. They must be observed and approved, with every element judged as satisfactory according to the scoring guide. Over the period of administration, 2008-09 and 2009-10, 100% of candidates satisfactorily completed each lesson plan component. The following chart details the percentage of candidates successfully completing this assessment for a given application.

#### Percentage of Candidates Satisfactorily Completing Lesson Plan Components (Elements)

<b>Lesson Plan Components</b>	<b>Rationale</b>	<b>WV CSOs</b>	<b>Procedures &amp; Activities</b>	<b>Intro &amp; Follow-Up Procedures</b>	<b>Materials</b>	<b>Evaluation</b>
<i>CEC Standard 4: Instructional Strategies</i>	<i>Instructional Strategies to Individualize Instruction</i>  ✓		<i>Modify Learning Environment</i> * <i>Critical Thinking, Problem Solving, Performance Skills</i>  ✓	<i>Development, Maintenance, Generalization</i>  ✓		<i>Positive Learning Results</i>  ✓



Objective(s):

Activities:

Content

Process of teaching

Grouping

Activities prior to lesson

Activities after lesson

Materials

Evaluation

of student learning

of lesson as taught

XX

**(b) the scoring guide for the assessment**

Scoring Guide: Plans are reviewed qualitatively for inclusion of each of the components. In order to be rated as overall "Satisfactory," a lesson plan must include each of the following components:

### Lesson Plan Scoring Guide

Indicate (S) Satisfactory or (U) Unsatisfactory

	Rationale for appropriateness of the lesson is provided.
	WV Content Standards and Objectives are listed.
	Statement of activities and procedures complete and related to CSOs
	Introductory and follow-up procedures provided
	Materials for the lesson are listed and appropriate.
	Evaluation of both student learning and the lesson are detailed.

## Assessment 4

### Weekly Progress Form (WPF)

#### 1. Brief description of the assessment and its use in the program

A rating scale is used to assess how candidates employ a variety of teaching and learning strategies, actively engage students, and provide for individual differences. With the WPF, candidates are ranked according to nine criteria for teacher qualifications. The forms are completed 10 times (once each week) by the school-based professional supervisor. The program compares the first and last forms to identify the net change in scores for the entire practicum experience.

#### 2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

Alignment of competencies demonstrated during the clinical experience with the CEC standards and elements is presented in the following matrix:

**WPF Rating Scale Items Linked to Elements of CEC Standard 5**

WPF Items	1 Planning	2 Teaching	3 Content	4 Control	5 Involvement	6 Relations	7 Evaluation	8 Enthusiasm	9 Time Mgmt.
<i>CEC Standard 5: Learning Environments &amp; Social Interactions</i>	<i>Create learning environments</i>	<i>Use direct motivational &amp; instructional interventions</i>	<i>Work with general ed. colleagues to integrate individuals with ELN in regular environments</i>	<i>Special educators teach students to respond effectively to current expectations</i>  <i>* Special educators can safely intervene with individuals with ELN in crisis</i>	<i>Active engagement</i>	<i>Positive social interactions are fostered</i> <i>* Diversity is valued</i>	<i>Shape environments to encourage independence .. and self-advocacy</i>	<i>The special educator uses direct motivational ... interventions</i>	<i>The special educator coordinates all efforts ... with others</i>

### 3. Candidate data derived from the assessment and brief analysis of the data

#### findings

Based on a five-point Likert scale, scores ranged from “1” indicating unsatisfactory demonstration of skills, “2” representing needs improvement, “3” meaning satisfactory, “4” meaning very good, and “5” indicating excellent skills. Mean scores for elements of CEC Standard 5 were determined. Note the table below. [Scores are based on a 5.0 scale.]

**Mean Scores for Regular Track Candidates**

WPF Items	1 Planning	2 Teaching	3 Content	4 Control	5 Involvement	6 Relations	7 Eval.	8 Enthusiasm	9 Time Mgnt.
Mean Scores App.1 – Regular	4.4	4.6	4.6	4.7	4.7	4.5	4.4	4.9	4.6
Mean Scores App. 2 – Regular	4.7	4.7	4.7	4.7	4.9	4.9	4.7	4.9	4.8
<b>CEC Standard 5: Learning Environments &amp; Social Interactions</b>	<i>Create learning environments</i>	<i>Use direct motivational &amp; instructional interventions *</i>	<i>Work with general ed. colleagues to integrate individuals with ELN in regular environments</i>	<i>Special educators teach students to respond effectively to current expectations</i>  <i>* Special educators can safely intervene with individuals with ELN in crisis</i>	<i>Active engagement</i>	<i>Positive social interactions are fostered *</i> <i>Diversity is valued</i>	<i>Shape environments to encourage independence .. and self-advocacy</i>	<i>The special educator uses direct motivational ... interventions</i>	<i>The special educator coordinates all efforts ... with others</i>

The summated mean score for regular track candidates, at application one was 4.6, while the summated mean score at application rose to 4.8.

### Mean Scores for Alternative Candidates

WPF Items	1 Planning	2 Teaching	3 Content	4 Control	5 Involvement	6 Relations	7 Eval.	8 Enthusiasm	9 Time Mgnt.
Mean Scores App.1 – Alternates	3.5	3.0	3.0	3.5	3.5	4.0	3.5	3.5	3.5
Mean Scores App. 2 – Alternates	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5	4.5
<b>CEC Standard 5: Learning Environments &amp; Social Interactions</b>	<i>Create learning environments</i>	<i>Use direct motivational &amp; instructional interventions *</i>	<i>Work with general ed. colleagues to integrate individuals with ELN in regular environments</i>	<i>Special educators teach students to respond effectively to current expectations</i>  <i>* Special educators can safely intervene with individuals with ELN in crisis</i>	<i>Active engagement</i>	<i>Positive social interactions are fostered</i> <i>* Diversity is valued</i>	<i>Shape environments to encourage independence .. and self-advocacy</i>	<i>The special educator uses direct motivational ... interventions</i>	<i>The special educator coordinates all efforts ... with others</i>

The summated mean score for alternative track candidates at application one was 3.4. At application two, the summated mean score rose to 4.5.

#### 4. Interpretation of how that data provides evidence for meeting standards

The data show positive change over the course of 10 weeks while candidates interacted directly with students under the supervision and guidance of qualified field-based and university supervisors. Given the supportive evidence of candidate growth in the previous section, it is clear that candidates have mastered the critical elements of CEC Standard 5.

**5. Assessment documentation, including:**

**(a) the assessment tool or description of the assignment**

See the following page for the assessment.

**(b) the scoring guide for the assessment**

The scoring guide is built into the assessment instrument.

# Marshall University

## Weekly Progress Form

Practicum Student \_\_\_\_\_ Date \_\_\_\_\_

Field-Based Professional \_\_\_\_\_ School \_\_\_\_\_

### Rating Scale:

1- Unsatisfactory

2-Needs Improvement

3-Satisfactory

4- Very Good

5-Excellent

NA-Not Applicable

### 1. Evidence of Appropriate Planning and

Organization	1	2	3	4	5	NA
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2. Appropriate Use of Teaching Method	1	2	3	4	5	NA
---------------------------------------	---	---	---	---	---	----

3. Knowledge of and Appropriate Use of Content	1	2	3	4	5	NA
---	---	---	---	---	---	----

4. Classroom Control	1	2	3	4	5	NA
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5. Involvement of Students		1	2	3	4	5	NA
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6. Relationships with Students	1	2	3	4	5	NA
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7. Use of Appropriate Evaluative Techniques	1	2	3	4	5	NA
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## Assessment 5A and 5B

### Practicum Handbook Competency Checklist and Action Research Project

#### 1. Brief description of the assessment and its use in the program

A formative evaluation tool completed at the end of the clinical experience by the College Supervisor in cooperation with the Co-Operating Field-Based Professional, the Practicum Handbook Competency Checklist (Assessment 5A) consists of a series of behavioral statements of skill performance competencies with accompanying rubrics. Included on the checklist are CEC Common Core Knowledge Competencies.

The Action Research Project (Assessment 5B) is employed specifically to demonstrate the ability of the candidate to evaluate the effectiveness of an instructional or behavioral intervention(s) with P-12 student(s).

#### 2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

Alignment of the clinical assessment with CEC Standards 6, 8, and 10 and their respective elements is detailed in the following matrix. Items not checked are competencies required by Marshall University that go beyond the 10 CEC Standards. These items do reflect, however, the critical CEC indicators for knowledge, skills, and dispositions for teacher candidates.

					Candidate Data	
SKILL PERFORMANCE CHECKLIST	CEC Standard 6 Language	CEC Standard 8 Assessment	CEC Standard 10 Collaboration	Key Elements Of the Standard	Application 1  % Judged Satisfactorily Completing	Application 2  % Judged Satisfactorily Completing
1. Demonstrates a commitment to develop and create a safe, positive and supportive learning environment for individuals with exceptional needs in which the highest educational standards, quality of <i>life issues</i> and <i>diversity</i> are valued.	✓			Cultural & linguistic difference	100%	100%
2. Interacts with students in a fair and equitable manner in a climate in which diversity and individual differences are respected.						
3. Prepare individuals with exceptional learning needs to exhibit self-enhancing behaviors by learning procedures to						

increase individual self-awareness, self-control, self-reliance and self-esteem.						
4. Be able to demonstrate and implement a variety of effective behavior management procedures in the least intensive manner consistent with the needs of individuals with exceptionalities while increasing their self-awareness, self-management, self-control, self-reliance and self-esteem.						
5. Will be able to <i>develop</i> appropriate <i>IEPs</i> and lesson plans to effectively meet the needs of individuals with exceptionalities.		✓		Develop & implement IEPs	100%	100%
					Candidate Data	
6. Use <i>evaluation</i> , planning, and management procedures to develop long-term, comprehensive programs that will match learner needs to a variety of instructional environments.		✓		Multiple types of assessment	100%	100%
7. Will be able to <i>select</i> , adapt, and use a variety of <i>instructional procedures</i> and materials to maximize student engagement and independence in cognitive and social skills domains.		✓		Design learning experiences	100%	100%
8. Will <i>involve the individual and family</i> in the development and monitoring of educational plans which integrate affective, social, and career/vocational skills with the academic curricula.			✓	Collaborate w/ families		
9. Implement <i>appropriate practices and technologies</i> to accomplish instructional objectives and to design, structure and manage one's daily time for		✓		Use appropriate technologies		

transition for students, staff and the setting.					100%	100%
10. <i>Use performance data</i> from a variety of sources (i.e. teachers, other professionals, individuals with exceptionalities and parents) to make appropriate modifications in learning environments.		✓				
11. Develop a learning environment that encourages active participation by learners in a variety of individual and group learning activities.						
12. Design, structure, and manage daily routines effectively including transition time for student, staff and the instructional setting.						
13. Demonstrate the use of verbal and non-verbal <i>communication</i> techniques.	✓			Enhance language development * Teach communication skills	100%	100%
14. Demonstrate proficiency in oral and written <i>communication</i> .	✓			Effective language models *Augmentative Alternative Assistive technologies	100%	100%
15. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.						
16. Plan and <i>use collaborative strategies with regular educators and other school/community personnel</i> in directing classroom activities, interagency planning, and conferences with individuals and parents.			✓	Collaborate with community agencies	100%	100%

					Candidate Data	
17. <i>Communicate</i> appropriately to develop supervisory skills and beneficial relationships among individuals with exceptional learning needs, parents, regular education, paraprofessionals, and community personnel to become active participants in the educational team.	✓			Facilitate understanding of ELN for ESL	100%	100%
18. Accepts and uses suggestions and input from other professionals and supervisors to conduct a self-evaluation of instruction.						
19. Be able to articulate and demonstrate a personal philosophy of special education that promotes a high level of competence and integrity in the practice of the profession.						
20. <i>Practice objective</i> professional <i>judgment</i> in complying with local, state, and federal <i>monitoring</i> and <i>evaluation</i> requirements.		✓		Monitor progress	100%	100%
21. <i>Practice</i> the profession within the CEC code of ethics, standards, and <i>policies of the profession</i> .		✓		Policies & ethical principles	100%	100%

### 3. Candidate data derived from the assessment and brief analysis of the data findings;

Over the period of administration, 2008-09 and 2009-10, 100% of 101 candidates were judged to have satisfactorily completed all of the components of the Practicum Handbook Competency Checklist. The following chart details the percentage of candidates successfully completing the Practicum Handbook Competency Checklists assessment for applications 1 and 2:

<b>Program:</b> <b>Multi-Categorical</b>	<b>Competency Checklist</b>			<b>Action Research</b>
<b>Academic Year</b>	<b>Number of Completers</b>	<b>% Judged Satisfactorily Completing Application 1</b>	<b>% Judged Satisfactorily Completing Application 2</b>	<b>% Judged Satisfactorily Completing Action Research Project</b>
2008-09	55	100%	100%	100%
2009-10	46	100%	100%	100%
<b>Total</b>	101			

**4. Interpretation of how that data provides evidence for meeting standards;**

Candidates' performance, evaluated by the Practicum Handbook Competency Checklist, reflects 100% of candidates for Applications 1 and 2 were judged to have satisfactorily met the CEC standards and accompanying elements addressed: CEC Standard 6, Language, CEC Standard 8, Assessment, and CEC Standard 10, Collaboration. The alignment of the assessment criteria with the CEC Standards ensures students earning satisfactory evaluation on the assessment are meeting CEC Standards 6, 8, and 10 at an acceptable level. It is noteworthy that all of the elements of Standards 6, 8, and 10 were met satisfactorily by 100% of 101 candidates for both Applications 1 and 2.

**5. Assessment documentation, including:**

**(a) the assessment tool or description of the assignment:**



MARSHALL UNIVERSITY

Graduate Special Education Clinical Experiences

PRACTICUM HANDBOOK COMPETENCY CHECKLIST

Student \_\_\_\_\_ Date \_\_\_\_\_

Co-operating Teacher \_\_\_\_\_

Supervisor \_\_\_\_\_

SKILL PERFORMANCE CHECKLIST	Sat.	Needs Imprv.	Unsat.	Not Obser.
1. Demonstrates a commitment to develop and create a safe, positive and supportive learning environment for individuals with exceptional needs in which the highest educational standards, quality of life issues and diversity are valued.				
2. Interacts with students in a fair and equitable manner in a climate in which diversity and individual differences are respected.				
3. Prepare individuals with exceptional learning needs to exhibit self-enhancing behaviors by learning procedures to increase individual self-awareness, self-control, self-reliance and self-esteem.				

<p>4. Be able to demonstrate and implement a variety of effective behavior management procedures in the least intensive manner consistent with the needs of individuals with exceptionalities while increasing their self-awareness, self-management, self-control, self-reliance and self-esteem.</p>				
<p>5. Will be able to develop appropriate IEP's and lesson plans to effectively meet the needs of individuals with exceptionalities.</p>				
<p>6. Use evaluation, planning, and management procedures to develop long-term, comprehensive programs that will match learner needs to a variety of instructional environments.</p>				
<p>7. Will be able to select, adapt, and use a variety of instructional procedures and materials to maximize student engagement and independence in cognitive and social skills domains.</p>				
<p>8. Will involve the individual and family in the development and monitoring of educational plans which integrate affective, social, and career/vocational skills with the academic curricula.</p>				
<p>9. Implement appropriate practices and technologies to accomplish instructional objectives and to design, structure and manage one's daily time for transition for students, staff and the setting.</p>				
<p>10. Use performance data from a variety of sources (i.e. teachers, other professionals, individuals with exceptionalities and parents) to make appropriate modifications in learning environments.</p>				
<p>11. Develop a learning environment that encourages active participation by learners in a variety of individual and group learning activities.</p>				
<p>12. Design, structure, and manage daily routines effectively including transition time for student, staff and the instructional setting.</p>				

13. Demonstrate the use of verbal and non-verbal communication techniques.				
14. Demonstrate proficiency in oral and written communication.				
15. Engage in professional activities that may benefit individuals with exceptional learning needs, their families, and/or colleagues.				
16. Plan and use collaborative strategies with regular educators and other school/community personnel in directing classroom activities, interagency planning, and conferences with individuals and parents.				
17. Communicate appropriately to develop supervisory skills and beneficial relationships among individuals with exceptional learning needs, parents, regular education, paraprofessionals, and community personnel to become active participants in the educational team.				
18. Accepts and uses suggestions and input from other professionals and supervisors to conduct a self-evaluation of instruction.				
19. Be able to articulate and demonstrate a personal philosophy of special education that promotes a high level of competence and integrity in the practice of the profession.				
20. Practice objective professional judgment in complying with local, state, and federal monitoring and evaluation requirements.				
21. Practice the profession within the CEC code of ethics, standards, and policies of the profession.				

## Action Research Format (ASSESSMENT 5-B)

**Context of the Problem:** This section should serve as background and contain a description of a situation/issue/problem indicating the need for either an instructional or behavioral intervention for a P-12 student(s). Moreover, a rationale for the intervention should also be provided. In other words, “it seemed like a good idea at the time,” is not a sufficient basis for the intervention. A clearly stated hypothesis should also be contained in this section.

**Methodology:** This section should provide a detailed description of the instructional or behavioral intervention. Exactly what procedure was followed? In other words, what was your independent variable or treatment?

**Data Collection:** Describe the dependent variable. Specifically what instructional or behavioral intervention are you measuring and what was the resulting change for P-12 students? How were data collected?

**Results and Data Analysis:** Summarize the data you have collected. Present it in a format that summarizes the results of your intervention. A chart or graph usually lends itself to this section.

**Summary, Conclusions, & Recommendations:** Did your instructional or behavioral intervention work for the P-12 student(s)? What would you change? What will be your next step? How do you propose to measure the effect of the modification on the performance of P-12 student(s).

Note: Candidates will develop this project in collaboration with the College Supervisor and/or Cooperating Teacher and will be allowed successive opportunities to remedy any deficiencies.

### Action Research Project

#### Scoring Guide

Indicate Yes or No\*

	<b>Context of the Problem</b>
	Clear description of the instructional or behavioral problem for P-12 students
	Rationale for the intervention
	Research question (hypothesis clearly stated)
	<b>Methodology</b>
	P-12 subject(s) described
	Instructional or behavioral intervention procedures described
	<b>Data Collection</b>
	Dependent variable identified (measure of effect on P-12 student(s))
	Data collection techniques described
	<b>Results and Data Analysis</b>
	Appropriate and accurate results/findings described
	Data summarized appropriately
	Table/Chart/Graph used to present the data
	<b>Summary, Conclusion, and Recommendations</b>
	Narrative summary of results provided in concise manner
	Conclusion(s) drawn from the results appropriately developed based on data
	Recommendations made for improving future P-12 performance clearly stated

\*The Action Research Project will be scored as either Satisfactory or Unsatisfactory. The criterion for a rating of Satisfactory is to have met every indicator with a designation of "Yes". Candidates will be allowed successive opportunities to work with Cooperating Teacher and/or College Supervisor to remedy any deficiencies until all components (indicators on the Guide) are successfully addressed.

**(b) the scoring guide for the assessment**

The scoring guide is integrated into the assessment instrument. Grading for each of the behavioral statements is based on four criteria including, "Satisfactory," "Needs Improvement," "Unsatisfactory," and "Not Observed." In order to receive an overall rating of "Satisfactory" for the Practicum Handbook Competency Checklist assessment, candidates must be rated as satisfactory on each of the items.

## Assessment 6 Candidate Self Assessment (CSA)

### 1. Brief description of the assessment and its use in the program

The **Candidate Self Assessment of Personal Characteristics (CSA)** instrument is a survey which provides ratings and evidence of MU candidate performance regarding eight essential dispositions or work characteristics of the experienced professional, namely a) commitment to the profession, b) commitment to students, c) commitment to diversity, d) commitment to technology, e) communication skills, f) interpersonal skills, g) work habits, and h) impact on P – 12 students. Candidates circle the terms “weakness,” “somewhat weak,” “average,” “somewhat strong,” or “strength” to rate themselves. To summarize the information, these terms are converted into a five-point Likert scale.

Candidates complete the self-assessments during three critical periods of their professional studies: at the beginning of their program (an admissions requirement), prior to the practicum experience (following the completion of course requirements), and at the end of the practicum experience.

### 2. Description of how this assessment specifically aligns with the standards it is cited for in Section III.

CEC Standard 9 “Professional and Ethical Practice” identifies the need of candidates to observe and embrace the high expectations of professional educators. With item 1 on the CSA, candidates rate themselves on their “commitment to the profession.” Along with a rating, candidates present evidence of engagement in specific **professional** organizations, with activities such as staff development that demonstrate a continuing interest in implementing **best practices**. Furthermore, candidates declare a commitment to following **legal and ethical matters** related to the profession.

Alignment of specific items of the CSA are matched to CEC Standard 9 and its **elements** in the table below:



Of Commitment	To The Profession	To Students	Diversity	Techno- logy	cation Skills	Interper- sonal Skills	Habits	on P – 12 Students
<i>CEC Standard 9: Professional &amp; Ethical Practice</i>	<i>Legal matters &amp; ethical considera- tions  *  Lifelong learners</i>	<i>Engage in profes- sional activities that benefit students</i>	<i>Sensitive to many aspects of diversity</i>	<i>Ways of commu- nicating can influence  their practice</i>	<i>Under- stand that culture &amp; language can interact with students</i>	<i>Partici- pate w/ students,  their families, colleagues</i>	<i>Special educators adjust their practice</i>	<i>Use evidence- based best practices</i>
<b>Mean Scores App. 1</b>	<b>3.6</b>	<b>4.1</b>	<b>3.8</b>	<b>3.7</b>	<b>3.9</b>	<b>4.2</b>	<b>4.3</b>	<b>3.1</b>
<b>Mean Scores App. 2</b>	<b>3.8</b>	<b>3.9</b>	<b>3.7</b>	<b>3.6</b>	<b>3.8</b>	<b>4.1</b>	<b>4.2</b>	<b>3.6</b>
<b>Mean Scores App. 3</b>	<b>4.2</b>	<b>4.4</b>	<b>4.1</b>	<b>4.3</b>	<b>4.4</b>	<b>4.4</b>	<b>4.5</b>	<b>4.2</b>

### Alternative Track Candidates

CSA Items Of Commitment	A  To The Profession	B  To Students	C  To Diversity	D  To Techno- logy	E  Communi- cation Skills	F  Interper- sonal Skills	G  Work Habits	H  Impact on P – 12 Students
<i>CEC Standard 9: Professional &amp; Ethical</i>	<i>Legal matters &amp; ethical considera- tions</i>	<i>Engage in profes- sional activities that benefit</i>	<i>Sensitive to many aspects of diversity</i>	<i>Ways of commu- nicating can influence</i>	<i>Under- stand that culture &amp; language can interact</i>	<i>Partici- pate w/ students,  their</i>	<i>Special educators adjust their practice</i>	<i>Use evidence- based best practices</i>

<i>Practice</i>	<i>* Lifelong learners</i>	<i>students</i>		<i>their practice</i>	<i>with students</i>	<i>families, colleagues</i>		
<b>Mean Scores</b> <b>App. 1</b>	<b>3.0</b>	<b>4.3</b>	<b>4.2</b>	<b>3.7</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>	<b>3.2</b>
<b>Mean Scores</b> <b>App. 2</b>	<b>3.5</b>	<b>4.3</b>	<b>4.3</b>	<b>4.2</b>	<b>4.2</b>	<b>4.2</b>	<b>4.7</b>	<b>3.2</b>
<b>Mean Scores</b> <b>App. 3</b>	<b>4.3</b>	<b>4.5</b>	<b>4.0</b>	<b>4.2</b>	<b>4.5</b>	<b>4.3</b>	<b>4.2</b>	<b>4.0</b>

Regular track candidates comprised 75% of the total for the application periods, and alternative track candidates comprised 25% of the total. No significant difference is noted in the scores.

#### Summated Score Comparison

	Application 1	Application 2	Application 3
Regular Track Candidates	3.8	3.8	4.3
Alternate Track Candidates	3.9	4.1	4.3

#### 4. Interpretation of how that data provides evidence for meeting standards

The highest mean scores at the last application of the instrument indicate that candidates gained confidence in their ability to meet the eight elements for CEC standard 9. The longer the candidates were in the MU program, the greater the changes reported.

#### 5. Assessment documentation, including:

**(a) the assessment tool or description of the assignment:**

See the following page for the assessment.

**(b) the scoring guide for the assessment**

The scoring rubric is integrated into the assessment tool.

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Please complete this form and submit it to your advisor, along with your signed Plan of Study form.

Candidate Self-Assessment  
of Personal Characteristics

Candidate Name: \_\_\_\_\_

Advisor: \_\_\_\_\_

Date: \_\_\_\_\_

The School of Professional Development at Marshall University Graduate College recognizes that, in addition to a broad knowledge base in education, professional success depends in large part on the number of essential personal characteristics of the experienced professional. These dispositions or work characteristics are key to the experienced professional specialist's effectiveness in the classroom. This form will be used as a part of your program evaluation process. If you have additional comments about your progress in the program, you may use the back of this form.

Please provide ratings and evidence of your performance for each of the eight personal characteristics. Please use the definitions provided below as you consider your rating for each item.

<u>WEAKNESS</u>	<u>SOMEWHAT WEAK</u>	<u>AVERAGE</u>	<u>SOMEWHAT STRONG</u>	<u>STRENGTH</u>
<ul style="list-style-type: none"> <li>· participate when required</li> <li>· my priority is on my classroom only</li> <li>· not aware of my professional roles/responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>· belong/participate occasionally</li> <li>· occasionally involved with school-wide programs/projects</li> <li>· aware of my roles/responsibilities but find them somewhat unrealistic</li> </ul>	<ul style="list-style-type: none"> <li>· belong to one or more professional organizations</li> <li>· participate as much as those around me in school improvement activities</li> <li>· carry out all roles/responsibilities as required/described</li> </ul>	<ul style="list-style-type: none"> <li>· participate actively in one or more professional organization</li> <li>· take leadership roles in school improvement activities</li> <li>· actively model the roles and responsibilities of my position</li> </ul>	<ul style="list-style-type: none"> <li>· belong to numerous professional organizations and actively seek professional development activities</li> <li>· enjoy initiating and taking leadership roles in professional development activities</li> <li>· strongly believe in and model my professional roles and responsibilities at all times</li> </ul>

**Commitment to the profession**

*Experienced professional specialists are committed to their profession. They are aware of and meet the ethical and practice standards of their profession. They participate in professional organizations. Experienced professional specialists provide high-quality instruction resulting in improved P-12 student performance.*

Candidate Self-Rating (please circle):

Weakness    Somewhat Weak                      Average    Somewhat Strong                      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Commitment to students**

*Experienced professional specialists are committed to meeting the needs of students. They serve as advocates for the students. They work to promote system level change to better meet the needs of students.*

Candidate Self-Rating (please circle):

Weakness    Somewhat Weak                      Average    Somewhat Strong                      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Commitment to diversity**

*Experienced professional specialists are committed to diversity. They realize the essential worth of all people and the energy and wealth of ideas and experience that can be gained through diversity. They realize that good professional practice requires skills in assessment, classroom management, effective principles of teaching and decision-making. Experienced professional specialists work to increase the tolerance and respect of all individuals regardless of gender, disability, racial and ethnic identity, social and economic status and religion.*

Candidate Self-Rating (please circle):

Weakness    Somewhat Weak                      Average    Somewhat Strong                      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Commitment to technology**

*Experienced professional specialists are aware of the importance of technology as a tool as well as the ethical and practical considerations of its use. They work to use technology to increase efficiency in their work and success of services to children.*

Candidate Self-Rating (please circle):

Weakness    Somewhat Weak                  Average    Somewhat Strong                  Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**5. Strong communication skills**

*Experienced professional specialists display excellent communication skills. They are good listeners who utilize active listening techniques and display empathy. They can clearly communicate their ideas and complex information orally, and in writing, to diverse audiences such as students, parents, the community, the administration and other professionals.*

Candidate Self-Rating (please circle):

Weakness    Somewhat Weak                  Average    Somewhat Strong                  Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

6. Strong interpersonal skills

*Experienced professional specialists display strong interpersonal skills. They are warm, empathetic, and compassionate. They are able to relate to a broad variety of individuals and form productive professional relationships. They are able to function effectively as a member of a multidisciplinary team.*

Candidate Self-Rating (please circle):

Weakness      Somewhat Weak      Average      Somewhat Strong      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

7. Strong work habits

*Experienced professional specialists are reliable. They can be depended upon to meet their professional obligations in a timely manner. They display initiative and leadership on the job.*

Candidate Self-Rating (please circle):

Weakness      Somewhat Weak      Average      Somewhat Strong      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

8. Impact on P-12 Students.

*Experienced professional specialists display the skills of data gathering in order to make decisions related to monitoring progress across academic and social domains.*

Candidate Self-Rating (please circle):

Weakness      Somewhat Weak      Average      Somewhat Strong      Strength

Evidence: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Appendix 4

Plans for Next Year

## Section V-Use of Assessment Results - MULTI-CATEGORICAL

Evidence must be presented in this section that assessment results have been analyzed and have been or will be used to improve candidate performance and strengthen the program. This description should not link improvements to individual assessments but, rather, it should summarize principal findings from the evidence, the faculty's interpretation of those findings, and changes made in (or planned for) the program as a result. Describe the steps program faculty has taken to use information from assessments for improvement of both candidate performance and the program. This information should be organized around (1) content knowledge, (2) professional and pedagogical knowledge, skill, and dispositions, and (3) student learning. (Response limited to 3 pages)

### Overview

The Marshall University Multicategorical Special Education Program values both program and candidate assessment. For special educators to be successful practitioners who meet the needs of diverse learners, both candidates and their preparation program must be assessed with sufficient and appropriate measures. This report focuses on initial candidate preparation delivered at the advanced level.

The model adopted for the assessment of our students includes three major components: data collection, forming judgments based on these data and using that information to engage the change necessary to improve both candidate performance and the program. The following narrative will synthesize the major findings for the six assessments described in Section IV, the interpretation of those findings and the steps planned and/or taken to improve candidate skills and the program.

### Content Knowledge

The Special Education faculty, based on Praxis overall pass rates, 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 upper quartiles will be a goal for next year. Nevertheless, although the Praxis data indicate that the institutional averages correct for the subtest categories are generally at or above the state and national averages, the faculty believes that candidate performance can be improved. To that end, faculty have developed and will implement an ongoing process designed to ensure that master course syllabi are not only regularly updated to include all Core Council for Exceptional Children (CEC) Knowledge/Skill-based competencies and current references, but that the teaching syllabi used by both full and part time faculty reflect the critical elements of each of the ten standards.

## Professional/Pedagogical Knowledge, Skills and Dispositions

The faculty believes that the acquisition of Content Knowledge is useless if that knowledge is not converted into the meaningful planning and delivery of instruction. To that end, the program faculty has revised the clinical experience lesson planning format, reflection logs, and the scoring guides for each in order to strengthen those emphases. It is anticipated that, as these revisions are implemented in a pilot for the coming year, this initiative will result in an increased level of quality in the lesson plans used in clinical experiences and will increase the level of documentation ensuring that graduate candidates have become more reflective practitioners.

A review of the level of candidate growth occurring during clinical experiences revealed that improvements could be made in candidate performance with regard to their teaching proficiency. To this end the program faculty will place stronger emphasis on the collaborative relationships between the graduate candidates and their Co-operating Field-based Professional and College Supervisors. Central to this effort will be a revised process for documenting candidate performance with a new Weekly Progress Report and a section of the Practicum Handbook Competency Checklist which incorporates indicators related to professional and ethical practice, instructional and behavioral management, the use of effective communication and assistive technology and the linking of service providers, teaching professionals and families to better meet the needs of diverse learners.

Effective evaluation of graduate candidates in clinical experiences is essential if a positive effect on student learning is to be ensured. Central to this effort is the use of the core portion of the Practicum Handbook Competency Checklist. Although this instrument has been used for some time, evaluation of candidates, coupled with feedback from College Supervisors in collaboration with Co-operating Field Based Professionals, made it apparent to faculty that a more systematic method for developing the grade recommendation was necessary. To achieve this outcome, a new scoring guide was developed and now contains a checklist used to assure that a rating of “satisfactory” had been earned by graduate candidates on all required clinical artifacts and activities. The scoring guide will be piloted in the coming year.

## Student Learning

Because the Multi-categorical special education teaching license is defined as including mild and moderate Behavior Disorders, Mental Impairment and Learning Disabilities, an additional form of candidate assessment was judged by the faculty as necessary to assure that candidates demonstrate competency with each of these exceptionalities. To accommodate this need, additional sections of the Practicum Handbook Competency Checklist were developed and are now incorporated within the clinical assessment to further demonstrate the impact of instruction. This additional set of competencies is referenced to specific elements

of the CEC standards and describes the candidates' ability to develop, select, adapt and create material appropriate to diverse groups of students with disabilities. The use of a new scoring guide allows the program to assure that candidates possess the skills necessary to provide differentiated instruction or behavior management for this population. A further refinement of existing clinical candidate assessment, related to the ability to demonstrate instructional impact, was the development and employment of a new detailed scoring guide for use in evaluating the Action Research Project required as part of the clinical experience. The Action Research Project, one of the six major assessments identified in Appendix B, will provide further evidence that candidates possess the ability to convert theory to best practices in a clinical setting.

The special education faculty has found the Assessment of Candidate Dispositions, Professional and Ethical Practice to be of particular value in improving the knowledge and skills of candidates. This assessment assures that candidates possess the attributes identified within the Professional Education Unit's candidate evaluation system. Valuable lessons have been learned by reviewing the results of this assessment and a number of programming changes have resulted. For instance, these evaluation results indicated a need for additional candidate preparation in the use of technology-enhanced instruction for P-12 students and for providing more differentiated instruction in reading and mathematics to students with disabilities. To meet these needs, the Multi-Categorical program was revised to include a separate three-credit course in instructional technology, a six-credit block of Reading (Literacy) preparation and a three-credit course focusing on Math instruction for diverse student populations.

### Summary

Taken in combination, the six candidate assessments used as the basis of this report have served to link program-specific candidate assessment to the broader and more general Professional Education Unit (PEU) assessment system. This has allowed the faculty to triangulate candidate-specific assessment data to other PEU assessments such as graduate and employer follow-up surveys. The faculty then integrates these elements to further refine the program and the six assessments. Such an ongoing and continuous process will ensure that candidates seeking Multicategorical special education licensure reflect the vision of the program – to prepare experienced professionals as specialists.

## Appendix 5

Assessment of Candidate Dispositions and Copy of Instrument

Analysis of Disposition Data  
for the  
Master of Arts in Special Education  
(2004-2011)

August 23, 2011

## Introduction

The Special Education faculty has identified eight concepts, framed from the PEU dispositions, as the basis to evaluate dispositions within the program (Attachment 1). These eight concepts are aligned with the four PEU dispositions as indicated in the chart below.

<u>Special Education Concepts</u>	<u>Students</u>	<u>PEU Dispositions</u>		
		<u>Professional</u>	<u>Diversity</u>	<u>Technology</u>
1. Commitment to the Profession	X	X		
2. Commitment to the Students	X	X	X	
3. Commitment to Diversity	X	X	X	
4. Commitment to Technology	X	X	X	X
5. Strong Communication Skills	X	X	X	
6. Strong Interpersonal Skills	X	X	X	
7. Strong Work Habits	X	X		
8. Impact on P-12 Students	X		X	

The *Candidate Self-Assessment of Personal Characteristics* (Attachment 1) is used to collect data as part of the program evaluation process. Data are collected as part of the requirements for program admission and completion. Using a rubric, candidates provide ratings and evidence of performance for each of the eight identified concepts using a five point Likert scale with ratings of *weakness*, *somewhat weak*, *average*, *somewhat strong*, and *strength*.

## Findings

The findings represent data collected from 2004-2011. Results are reported as matched pretest and posttest mean scores based on completion year.

Pretest and posttest mean scores for each of the eight concepts identified in the *Candidate Self-Assessment of Personal Characteristics* (Attachment 1) are provided in aggregate form in Table 1 for individuals completing programs between 2008 and 2011. A paired samples t-test ( $p < .05$ ) was used to determine statistically significant differences in the pretest mean scores, collected prior to beginning the program, and posttest mean scores,

collected at the completion of the program. Data were available on 100 program completers from 2008-2011, with 28 completers in 2008, 25 completers in 2009, 30 completers in 2010, and 17 completers in 2011. The findings indicated that all posttest scores were greater than pretest scores for all eight concepts for each year reported. The pretest scores indicated that candidates rated themselves as *average* to *somewhat strong* for each of the concepts identified on the pretest and as *somewhat strong* to *strength* for each of the concepts on the posttest. Statistically significant differences ( $p < .05$ ) existed between the total pretest and posttest mean scores for seven of the eight concepts in 2008, five of the eight concepts in 2009, six of the eight concepts in 2010 and four of the eight concepts in 2011. When the data for all 100 completers for 2008-2011 are considered, the difference between pretest and posttest means were statistically significant at the  $p < .05$  level for all eight concepts. Data related to these findings are provided in Table 1 and Chart 1.

Regular and Alternative Special Education Program pretest and posttest mean scores were compared for 100 total program completers from 2008-2011. An Analysis of Variance (ANOVA) ( $p < .05$ ) indicated no statistically significant differences in the pretest and posttest mean scores between Regular Special Education Program and the Alternative Special Education Program completers for this period. Data related to these findings are provided in Table 2.

Visually Impaired (VI), Deaf and Hard of Hearing (DHH), and Multi-Categorical (MC) Special Education Program pretest and posttest mean scores collected from 2004-2011 were compared for 100 total program completers, 10 VI completers, 9 DHH completers, and 81 MC completers. A paired samples t-test was used to determine statistically significant differences in the pretest and posttest mean scores in each of the respective programs. The

findings indicated that there was an increase in the mean scores from pretest to posttest for all 8 concepts for the VI, DHH, and MC Special Education Programs. Statistically significant differences ( $p < .05$ ) were indicated in the MC Special Education Program for all 8 concepts, in seven of the eight concepts for the VI Program, and in seven of the eight concepts for the DHH program. Data related to these findings are provided in Table 3.

The aggregate Multi-Categorical Special Education Program pretest and posttest mean scores were analyzed based on year of program completion. There were 81 total program completers from 2008-2011, 24 completers in 2008, 19 completers in 2009, 28 completers in 2010, and 10 completers in 2011. The findings revealed an increase in pretest to posttest mean scores for all 8 concepts from 2008-2011. A t-test for paired samples indicated statistically significant differences existed between the total pretest and posttest mean scores for all 8 concepts. Data related to these findings are provided in Table 4.

### **Utilization of Disposition Data for Continuous Improvement**

Using the disposition data to inform continuous program improvement is consistent with the PEU commitment to continuous improvement. Analyses of these data have clearly informed the Special Education Program of components of the program that could be strengthened. The following major modifications and improvements have been made to the Special Education Program since the previous NCATE accreditation visit based, in part, on the disposition data reported:

- Suspended admissions to the MI, SLD and EBD specializations and replaced them with “Multicategorical”, a licensure pattern that includes all three areas of

specialization – this to reflect a need found via analysis of Commitment to the Profession data (2005)

- Completely reconfigured all licensure courses to accommodate the newer Multicategorical licensure described above (2005)
- Added CIEC 534 (technology course) to the licensure requirements in all specializations, an improvement indicated by the Commitment to Technology data analysis (2006)
- Strengthened the literacy component by adding two literacy (Reading) courses (CISP 606 and CIRG 644) as required licensure courses, a change guided by the results of data analysis for Impact on P-12 Students) (2007)
- Improved the intensity of the mathematics instructional component by adding a math methods course (CISP 607), a change indicated by data analysis for Impact on P-12 Students (2007)
- Revised the handbook for Clinical and Field Experiences to strengthen the scoring guides and/or rubrics for those evaluations used to reflect three dispositions (Strong Communication Skills, Strong Interpersonal Skills and Strong Work Habits) (2008 & 2011)
- Strengthened the Summer Enrichment Program (clinical experience) each successive year to assure more exposure of candidates to diverse student populations, a need indicated by analysis of data for Commitment to Diversity (2005 – 2011)
- Developed a Site Verification Form” to validate that field experiences included all programmatic levels for which licensure was being sought, and action informed by a

review of data related to Commitment to the Profession and Impact on P-12 Students (2009)

- Establishment of a requirement for an Action Research Project (with scoring guide) to better document effect of instructional and/or behavioral interventions used by candidates with P-12 students in clinical settings (Impact on P-12 Students, 2009)
- Established a cycle to review all master syllabi to ensure currency, prescribed format and content, inclusion of critical skills identified by the specialty organization (CEC), and current and appropriate bibliographies (2005 – present)
- Revised and refined a Competency Checklist featuring performance indicators for candidates in clinical experiences. The revised format specifically addresses CEC Standards 6 (Language), 8 (Assessment) and 10 (Collaboration), all of which the disposition data analyses indicated room for improvement (2011)

### **Conclusions**

The *Candidate Self-Assessment of Personal Characteristics* was used to collect pretest data, collected at admissions, and posttest data, collected at the completion of the program. Special Education Program candidates demonstrated statistically significant gains from the pretest to posttest on all 8 concepts identified in the instrument. When the pretest and posttest mean scores were compared between the Regular and Alternative Special Education Programs, no statistically significant differences existed.

Table 1

Aggregate Special Education Pre-Post Disposition Data by Completion Year (2008-2011)

Survey Item	2008		2009		2010		2011		Total	
	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)
1. Commitment to the Profession	3.32	4.39*	3.84	4.44*	3.47	4.27*	3.59	4.59*	3.54	4.40*
2. Commitment to the Students	4.00	4.46*	4.04	4.71*	3.73	4.70*	4.24	4.59	3.97	4.62*
3. Commitment to Diversity	3.79	4.11	4.16	4.48	4.00	4.40*	4.29	4.47	4.03	4.35*
4. Commitment to Technology	3.71	4.25*	3.68	4.48*	3.37	3.80	3.41	4.29*	3.55	4.18*
5. Strong Communication Skills	4.00	4.29*	3.92	4.52*	3.93	4.47*	3.71	4.41*	3.91	4.42*
6. Strong Interpersonal Skills	4.07	4.57*	4.32	4.64	4.07	4.55*	4.12	4.59	4.14	4.59*
7. Strong Work Habits	4.11	4.43*	4.56	4.68	4.23	4.53	4.06	4.59	4.25	4.55*
8. Impact on P-12 Students	3.67	4.19*	3.96	4.40*	3.03	3.80*	3.18	4.35*	3.46	4.15*

N = 28 (2008)

N = 25 (2009)

N = 30 (2010)

N = 17 (2011)

N = 100 (Total)

Scale: 1 = Weakness

2 = Somewhat Weak

3 = Average

4 = Somewhat Strong

5 = Strength

\*Pairedsamplest test:  $p < .05$

Table 2

Comparison of Regular and Alternative Special Education Pre-Post Disposition Data by Completion Year (2004-2011)

Survey Item	2008				2009				2010				2011				Total			
	Pre		Post		Pre		Post		Pre		Post		Pre		Post		Pre		Post	
	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt	M Reg	M Alt
1. Commitment to the Profession	3.07	3.62	4.27	4.54	3.79	3.91	4.43	4.45	3.88	3.00	4.31	4.21	3.42	4.00	4.58	4.60	3.54	3.53	4.39	4.42
2. Commitment to the Students	3.87	4.15	4.33	4.62	4.00	4.09	4.79	4.60	4.13	3.29	4.81	4.57	4.33	4.00	4.58	4.60	4.07	3.84	4.63	4.60
3. Commitment to Diversity	3.60	4.00	3.93	4.31	4.00	4.36	4.57	4.36	4.37	3.57	4.44	4.36	4.33	4.20	4.42	4.60	4.07	3.98	4.33	4.37
4. Commitment to Technology	3.47	4.00	4.20	4.31	3.57	3.82	4.64	4.27	3.56	3.14	3.69	3.93	3.33	3.60	4.42	4.00	3.49	3.63	4.21	4.14
5. Strong Communication Skills	3.80	4.23	4.00	4.62	4.07	3.73	4.71	4.27	3.94	3.93	4.44	4.50	3.50	4.20	4.25	4.80	3.84	4.00	4.35	4.51
6. Strong Interpersonal Skills	3.87	4.31	4.47	4.69	4.21	4.45	4.71	4.55	4.40	3.71	4.31	4.71	4.08	4.20	4.42	5.00	4.14	4.14	4.47	4.70
7. Strong Work Habits	3.93	4.31	4.40	4.46	4.43	4.73	4.79	4.55	4.19	4.29	4.31	4.79	4.00	4.20	4.67	4.40	4.14	4.40	4.53	4.58
8. Impact on P-12 Students	3.53	3.85	4.14	4.23	3.93	4.00	4.64	4.09	3.44	2.57	4.00	3.57	3.17	3.20	4.42	4.20	3.53	3.40	4.29	3.98

N = 28 (2008) (15 reg.; 13 alt.)  
 N = 25 (2009) (14 reg.; 11 alt.)  
 N = 30 (2010) (16 reg.; 14 alt.)  
 N = 17 (2011) (12 reg.; 5 alt.)  
 N = 100 (Total) (54 reg.; 43 alt.)

Scale: 1 = Weakness  
 2 = Somewhat Weak  
 3 = Average  
 4 = Somewhat Strong  
 5 = Strength

Table 3  
Comparison of VI, DHH, and MC Pre-Post Disposition Data (2004-2011)

Survey Item	VI		DHH		MC	
	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)
1. Commitment to the Profession	3.40	4.80*	3.22	4.89*	3.59	4.30*
2. Commitment to the Students	3.60	4.80*	4.00	5.00*	4.01	4.55*
3. Commitment to Diversity	3.70	4.10	3.78	4.56*	4.10	4.36*
4. Commitment to Technology	3.30	4.40*	3.00	4.89*	3.64	4.07*
5. Strong Communication Skills	3.30	4.00*	3.78	4.67*	4.00	4.44*
6. Strong Interpersonal Skills	3.80	4.50*	3.89	4.78*	4.21	4.58*
7. Strong Work Habits	4.20	4.80*	4.11	4.89	4.27	4.48*
8. Impact on P-12 Students	3.60	4.80*	3.00	5.00*	3.50	3.98*

N = 10 VI  
N = 9 DHH  
N = 81MC

Scale: 1 = Weakness  
2 = Somewhat Weak  
3 = Average  
4 = Somewhat Strong  
5 = Strength

\*Paired samples t test:  $p < .05$

Table 4

Multi-Categorical Pre-Post Disposition Data by Completion Year (2004-2011)

Survey Item	2008		2009		2010		2011		Total	
	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)	M (Pre)	M (Post)
1. Commitment to the Profession	3.42	4.38*	3.89	4.32	3.46	4.21*	3.80	4.30	3.59	4.30*
2. Commitment to the Students	4.17	4.46	4.11	4.61*	3.71	4.68*	4.30	4.30	4.01	4.55*
3. Commitment to Diversity	3.92	4.21	4.26	4.47	4.07	4.43	4.30	4.30	4.10	4.36*
4. Commitment to Technology	3.79	4.25*	3.79	4.37*	3.39	3.75	3.70	4.00	3.64	4.07*
5. Strong Communication Skills	4.21	4.46	3.84	4.37*	3.93	4.46*	4.00	4.50	4.00	4.44*
6. Strong Interpersonal Skills	4.25	4.63	4.37	4.53	4.07	4.56	4.20	4.60	4.21	4.58*
7. Strong Work Habits	4.21	4.42	4.58	4.63	4.21	4.50	4.00	4.30	4.27	4.48*
8. Impact on P-12 Students	3.70	4.13	4.05	4.21	3.00	3.71*	3.40	3.90	3.50	3.98*

N = 24 (2008)

N = 19 (2009)

N = 28 (2010)

N = 10 (2011)

N = 81 (Total)

Scale: 1 = Weakness

2 = Somewhat Weak

3 = Average

4 = Somewhat Strong

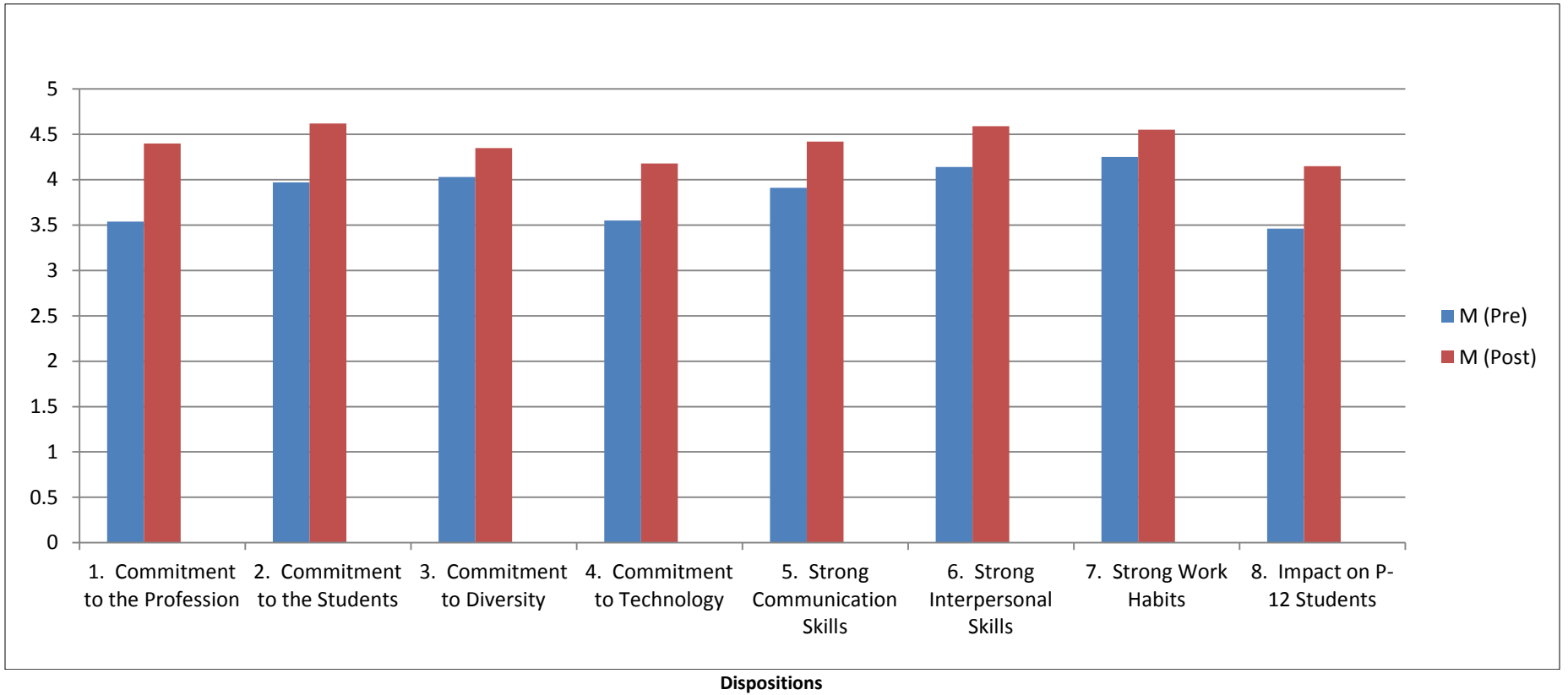
5 = Strength

\*Paired samples t test:  $p < .05$

Chart 1

Overall Special Education Pre-Post Disposition Data (2004-2011)

(N = 100)



Scale: 1 = Weakness  
2 = Somewhat Weak  
3 = Average  
4 = Somewhat Strong  
5 = Strength

