

UNIVERSITY OF ALASKA FAIRBANKS
Student Learning Outcomes Assessment Plan
Master of Education in Special Education
K-12 Post-Baccalaureate Special Education Certification
(Initial Certification Program; Additional Endorsement Program)
May 2018

Expanded Statement of Institutional Purpose	Intended Objectives/Outcomes	Assessment Criteria and Procedures	Implementation (what, when, who)
<p>MISSION STATEMENT: UAF Special Education Program Philosophy and Mission</p> <p>The Special Education Program at the University of Alaska Fairbanks is guided by:</p> <ol style="list-style-type: none"> 1) Research demonstrating effective educational practices for those with disabilities, 2) Social justice education, 3) Federal and state laws that mandate educational services that demonstrate educational benefit in order that students with disabilities become productive and/or participating members of society. <p>It is the intent of the Special Education Program to prepare future special education teachers to work effectively with students who have disabilities by applying pedagogy that values inter-/intra-individual differences of all students and allows them to develop their potential to the fullest extent possible for their personal, academic, and career development. The focus of the Special Education Program at the University of Alaska Fairbanks is the development of instructional, interpersonal, technology, and management skills competencies for current and future special education teachers who see themselves as caring reflective decision making professionals</p> <p>GOAL STATEMENTS: The following are goals and outcomes that are expected of</p>	<p>Institutional Special Education Exam</p> <p>The Institutional Special Education Exam addresses all seven CEC standards.</p> <p>See attached CEC standards.</p>	<p>All candidates will meet 80% or higher on this exit exam during the clinical practice class, EDSE F680.</p> <p>80-94% = Meets Expectations</p> <p>95-100% = Exceeds Expectations</p>	<p>The closed-book test is administered electronically to students enrolled in EDSE F680, Special Education Clinical Practice on pre-determined dates with a proctor present. Distance candidates make arrangements with the instructor to take the exam using remote web proctoring. If candidates receive less than 80% on the exam, they will have opportunities retake the exam.</p> <p>Scores are recorded by Graduate Advisor for reports and reviewed to inform changes to the program.</p>
	<p>Alaska Teacher Culminating Assessment Task (ATCAT)</p> <p>The ATCAT assesses beginning teacher knowledge of planning, teaching, assessment and reflection, and includes the submission of plans, reflections, student work samples and assessment data, and a video of instructions. Components are aligned with InTASC, CAEP, and CEC Standards</p> <p><i>Note: use of this assessment began Spring 2017</i></p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations</p>	<p>The ATCAT is completed in EDSE F680, Special Education Clinical Practice and is assessed by the course instructor. It is the culminating assignment for the candidate's final semester of clinical practice.</p> <p>The ATCAT is assessed using a CEC standards aligned rubric using the following criteria</p> <p>4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging</p> <p>Scores are entered by the course instructor into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>

Submitted by: Dr. Joanne Healy

<p>candidates completing certification and/or Master's Degree requirements:</p> <ol style="list-style-type: none"> 1. Candidates are reflective practitioners, able to draw upon a variety of skills and models in order to effectively apply them in diverse educational settings including rural Alaskan communities. 2. Candidates abide by ethical standards, professional practices, laws and regulations related to the provision of services to students with exceptionalities and their families. 3. Candidates work competently with students from diverse backgrounds by understanding and accepting the differences in culture, ethnicity, gender, age, religion, socioeconomic status, lifestyle orientation, language, abilities, exceptionalities, and aspirations of individual learners. 4. Candidates examine educational policies in addition to existing and emergent practices in relation to fundamental issues, philosophy and the history of special education, relevant legal requirements, and the status of special education services within society. 5. Candidates are competent in (a) assessing and evaluating students, (b) effectively managing learning environments, (c) planning and implementing curriculum and instruction, and (d) effectively communicating and collaborating with parents, colleagues, and social service personnel. 6. Candidates address characteristics and unique needs of students with exceptionalities. 7. Candidates exhibit behaviors representing the high standards demanded of 	<p>Lesson Unit Development</p> <p>Being sensitive to cultural, language, and family background differences candidate demonstrates ability to create and teach lessons.</p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations</p>	<p>This assignment is completed two classes: EDSE F625, Teaching Math to Special Learners and EDSE F677, English Language Arts Assessment, Curriculum, and Strategies for Special Learners. The assignments are graded using a CEC standards aligned rubric using the following criteria 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>
	<p>Clinical Practice Observation</p> <p>Candidates will be placed in a special education setting for one full semester of student teaching. During that time, a university supervisor will formally observe the candidate at least six times. For those observations, the candidate needs to develop a detailed individual lesson plan and provide it to the university supervisor before the observation. Lesson observations typically last from 45 to 60 minutes in length and involve whole group or small group instruction. A post-observation conference between the candidate and the university supervisor will take place. Candidates will be evaluated according to the following characteristics based on the current Council for Exceptional Children (CEC) standards.</p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations</p>	<p>The Clinical Practice Observation is conducted in EDSE 680 Special Education Clinical Practice. EDSE F680 is offered every fall and spring semester as needed. The course instructor completes the observation rubric using a CEC standards aligned rubric using the following criteria 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>

<p>the teaching profession and participate in learning communities throughout their careers.</p> <p>8. Candidates provide positive behavior and environmental supports for students with exceptionalities.</p> <p>9. Candidates adapt technology for their students who have exceptionalities.</p> <p>10. Candidates plan and implement transitional life experiences for students with exceptionalities.</p> <p>The Special Education Program endeavors to prepare educators to work K-12 students from various backgrounds in urban and rural Alaska, and outside of Alaska. The Special Education Program is particularly committed to enhancing the educational opportunities for Alaska's rural and Native populations. Through the University of Alaska's rural campuses and the cultural competence of course instructors, the Special Education Program is responsive to local and regional needs within the state.</p>	<p><i>Note: use of this assessment began Fall 2017</i></p>		
	<p>Clinical Practice Evaluation</p> <p>Candidates participate in a full semester of student teaching under the supervision of a university supervisor and site supervisor. During the semester, candidates are to gradually assume responsibilities associated with the teacher of record. This includes instructional planning, lesson implementation, classroom management, and collaboration with families and general education teachers. Candidates will be evaluated according to the following characteristics, dispositions, and skills based on the current Council for Exceptional Children (CEC) Initial Content Standards.</p> <p><i>Note: use of this assessment began Fall 2017</i></p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations</p>	<p>The Clinical Practice Evaluation is conducted in EDSE F680 Special Education Clinical Practice. EDSE 680 is offered every fall and spring semester as needed. The course instructor completes the evaluation using a CEC standards aligned rubric using the following criteria 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>
	<p>Assessment Interpretation and Data Use</p> <p>Candidates score, interpret and summarize results from a variety of assessment tools then develop a series of student goals and objectives. Candidates identify instructional practices and address confounding issues that require further assessment. Candidates create a lesson plan and reflect upon the effectiveness of the lesson based on the assessment results. (EDSE 610)</p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations.</p>	<p>This assignment is completed in EDSE F610, Assessment of Students with Disabilities. The assignment is graded using a CEC standards aligned rubric using the following criteria 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>

	<p>IEP Development</p> <p>EDSE F612 Transition Individual Education Program (TIEP)</p> <p>EDSE F622 IEP for a student with a learning disability in the areas of reading comprehension, written expression, math calculation.</p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations.</p>	<p>This assignment is completed in two classes: EDSE F612 Curriculum, Management, and Strategies I: Low Incidence and EDSE F622 Curriculum, Management, and Strategies II: High Incidence. The assignments are graded using a CEC standards aligned rubric using the following criteria 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>
	<p>Legal Policies and Practices in Special Education</p> <p>Candidates write a research paper on a major IDEA compliance topic that clearly demonstrates understanding of issues related to foundations and professional practices of special education. Candidates must reflect upon: historical knowledge of special education; understanding that it is an evolving field encompassing many different practices and agencies engaging people of diverse cultural, intellectual, emotional and learning backgrounds. The paper must also clearly address professional and ethical practice issues as well as curricular content knowledge related to the topic and to the candidate's intended practice as an educator Addresses CEC Standard 3.0, 6.0</p>	<p>100 % of Candidates will score at the Meets Expectations or Exceeds Expectation level. Those who do not score at this level will resubmit the assignment until it meets expectations.</p>	<p>This assignment is completed in EDSE F632, Special Education Law. The assignment is graded using a CEC standards aligned rubric 4 = Exceeding Expectations 3 = Meeting Expectations 2 = Developing 1 = Emerging Scores are entered by the course instructors into the School of Education data collection system LiveText (VIA). They are aggregated for reports and reviewed to inform changes to the program.</p>

Council for Exceptional Children Standards

Standard 1.0 Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard 2.0 Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard 3.0 Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.

Standard 4.0 Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard 5.0 Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

Standard 6.0 Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard 7.0 Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.