

Program Assessment Plan

American University

Academic Program: CAS: Special Education: Learning Disabilities - MA

Academic Program: CAS: Special Education: Learning Disabilities - MA

Contact Person for Sarah Irvine Belson

Assessment:

Program Mission: The program aims to prepare learning disabilities specialists who can structure creative learning environments for these students through diagnostic-prescriptive training.

Unit Website Address: <http://www.american.edu/cas/seth/special/index.cfm>

Unit's Primary Department: SETH

COLA Reader -1: Brian Yates

COLA Reader -2: Melissa Becher

Learning Outcome: Foundations

Council for Exceptional Children (CEC) Program Standards:

Standard 1: Foundations

Outcome Year: 2008-2009

2009-2010

2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Impact on Student Learning: Assessment that demonstrates candidate effects on student learning.</p> <p>We believe it is important to monitor and evaluate the impact our candidates have on student learning in classroom settings. In past semesters, the impact of our candidates on student learning was primarily measured indirectly through indirectly through other evaluation tools. Recognizing the need to directly and quantitatively measure the impact our candidates have on student learning, the faculty adopted a new assessment tool titled "Impact on Student Learning." Utilization of this instrument began in Fall of 2007.</p> <p>Candidates are required to be observed using a pre and post assessment in their internship classroom.</p> <p>Measure Type: Field Work/ Internship</p>	<p>Based on the mean scores overall, students have met this standard.</p>	<p>No schedule identified.</p>	<p>Yes</p>
<p>Comprehensive Exam: Assessment of content knowledge in special education.</p> <p>This four-hour examination consists of a series of one or two-hour essay responses based on the contents of the entire program, with the content of specific courses included in the comprehensive exam cumulatively.</p> <p>This assessment is aligned with CEC standards 1,2,4 and 9. During the comprehensive examination, there are four questions that directly address each of these four standards, and the rubric used to evaluate the comprehensive items are aligned with the appropriate CEC standard. The rubric has three ratings (unsatisfactory, satisfactory and distinction). Although the questions are revised somewhat each time the comprehensive is given, each of the four questions follows the same general model. One question requires the candidates demonstrate that they understand the principles and major theories, relevant laws and policies, diverse and historical points of view, and human issues that influence the field and professional practice. Another question is designed to evaluate candidates' understanding of the development and characteristics of learners, whereas the remaining two questions require candidates to demonstrate</p>	<p>All candidates in the Masters of Arts in Special Education program (including alternative route) must satisfactorily complete a final written comprehensive examination.</p>	<p>No schedule identified.</p>	<p>Yes</p>

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>instructional design strategies and an understanding of the legal foundation of the field.</p> <p>A rubric is used in the evaluation of the comprehensive examination, which are reviewed blindly by two special education faculty members. In case of a split decision (e.g. one reviewer selects "satisfactory" and another selects "distinction"), a third reviewer evaluates the examination.</p> <p>Measure Type: Quiz/ Exam</p>			

Learning Outcome: Development and Characteristics of Learners

Council for Exceptional Children (CEC) Program Standards:
Standard 2: Development and Characteristics of Learners

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).</p> <p>Measure Type: Field Work/ Internship</p>	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes
<p>Impact on Student Learning: Assessment that demonstrates candidate effects on student learning. We believe it is important to monitor and evaluate the impact our candidates have on student learning in classroom settings. In past semesters, the impact of our candidates on student learning was primarily measured indirectly through indirectly through other evaluation tools. Recognizing the need to directly and quantitatively measure the impact our candidates have on</p>	Based on the mean scores overall, students have met this standard.	No schedule identified.	Yes

Assessment Plan

Assessment Measure	Target	Schedule/Cycle	Active
<p>student learning, the faculty adopted a new assessment tool titled "Impact on Student Learning." Utilization of this instrument began in Fall of 2007. Candidates are required to be observed using a pre and post assessment in their internship classroom.</p> <p>Measure Type: Field Work/ Internship</p>			
<p>During what for most is their final semester in the program, candidates undertake the completion of the Psycho-educational Case Study, an independent comprehensive case study of not more than 50-60 pages. This project takes place during the course EDU-607 (Research Seminar in Special Education). This project helps candidates develop the observation and listening skills, learn to record language samples, develop the skills of collecting a variety of written materials from a variety of sources, particularly focused on the myriad instructional variables that impact the learning of students with learning disabilities. The detail and research required for the successful completion of the Psycho-educational case study is directly aligned with CEC standards 2,3,7,8, and 10. In particular, to successfully complete this project, candidates must demonstrate a detailed understanding of the characteristic of human development, how student's school and home environment impact learning and how to develop both short and long-term plans for students. This assessment also allows candidates to demonstrate how to utilize data-based decision-making and how to share resources in professional and ethical ways to colleagues and other interested parties.</p> <p>Measure Type: Final Paper/ Final Project</p>	<p>No target identified.</p>	<p>The course instructor evaluates candidates' case studies on a five-point scale.</p>	<p>Yes</p>
<p>Comprehensive Exam: Assessment of content knowledge in special education. This four-hour examination consists of a series of one or two-hour essay responses based on the contents of the entire program, with the content of specific courses included in the comprehensive exam cumulatively. This assessment is aligned with CEC standards 1,2,4 and 9. During the comprehensive examination, there are four questions that directly address each of these four standards, and the rubric used to evaluate the comprehensive items are aligned with the appropriate CEC standard. The rubric has three ratings (unsatisfactory, satisfactory and distinction). Although the questions are revised somewhat each time the comprehensive is given, each of the four questions follows the same general model. One question requires the candidates demonstrate that they understand the principles and major theories, relevant laws and policies, diverse and historical points of view, and human issues that influence the field and professional practice. Another question is designed to evaluate candidates' understanding of the development and characteristics of learners, whereas the remaining two questions require candidates to demonstrate instructional design strategies and an understanding of the legal foundation of the field. A rubric is used in the evaluation of the comprehensive examination, which are reviewed blindly by two special education faculty members. In case of a split decision (e.g. one reviewer selects "satisfactory" and another selects "distinction"), a third reviewer evaluates the examination.</p> <p>Measure Type:</p>	<p>All candidates in the Masters of Arts in Special Education program (including alternative route) must satisfactorily complete a final written comprehensive examination.</p>	<p>No schedule identified.</p>	<p>Yes</p>

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Quiz/ Exam			

Related Courses

- EDU-607 - Research Seminar in Special Education

Learning Outcome: Individual Learning Differences

Council for Exceptional Children (CEC) Program Standards:
Standard 3: Individual Learning Differences

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes
Measure Type: Field Work/ Internship			
Impact on Student Learning: Assessment that demonstrates candidate effects on student learning. We believe it is important to monitor and evaluate the impact our candidates have on student learning in classroom settings. In past semesters, the impact of our candidates on student learning was primarily measured indirectly through indirectly through other evaluation tools. Recognizing the need to directly and quantitatively measure the impact our candidates have on student learning, the faculty adopted a new assessment tool titled "Impact on Student Learning." Utilization of this instrument began in Fall of 2007. Candidates are required to be observed using a pre and post assessment in their internship classroom.	Based on the mean scores overall, students have met this standard.	No schedule identified.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Measure Type: Field Work/ Internship			
During what for most is their final semester in the program, candidates undertake the completion of the Psycho-educational Case Study, an independent comprehensive case study of not more than 50-60 pages. This project takes place during the course EDU-607 (Research Seminar in Special Education). This project helps candidates develop the observation and listening skills, learn to record language samples, develop the skills of collecting a variety of written materials from a variety of sources, particularly focused on the myriad instructional variables that impact the learning of students with learning disabilities. The detail and research required for the successful completion of the Psycho-educational case study is directly aligned with CEC standards 2,3,7,8, and 10. In particular, to successfully complete this project, candidates must demonstrate a detailed understanding of the characteristic of human development, how student's school and home environment impact learning and how to develop both short and long-term plans for students. This assessment also allows candidates to demonstrate how to utilize data-based decision-making and how to share resources in professional and ethical ways to colleagues and other interested parties.	No target identified.	The course instructor evaluates candidates' case studies on a five-point scale.	Yes
Measure Type: Final Paper/ Final Project			

Related Courses

- EDU-607 - Research Seminar in Special Education

Learning Outcome: Instructional Strategies

Council for Exceptional Children (CEC) Program Standards:
 Standard 4: Instructional Strategies

Outcome Year: 2008-2009
 2009-2010
 2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).</p>			

Measure Type:

Field Work/ Internship

<p>Comprehensive Exam: Assessment of content knowledge in special education. This four-hour examination consists of a series of one or two-hour essay responses based on the contents of the entire program, with the content of specific courses included in the comprehensive exam cumulatively. This assessment is aligned with CEC standards 1,2,4 and 9. During the comprehensive examination, there are four questions that directly address each of these four standards, and the rubric used to evaluate the comprehensive items are aligned with the appropriate CEC standard. The rubric has three ratings (unsatisfactory, satisfactory and distinction). Although the questions are revised somewhat each time the comprehensive is given, each of the four questions follows the same general model. One question requires the candidates demonstrate that they understand the principles and major theories, relevant laws and policies, diverse and historical points of view, and human issues that influence the field and professional practice. Another question is designed to evaluate candidates' understanding of the development and characteristics of learners, whereas the remaining two questions require candidates to demonstrate instructional design strategies and an understanding of the legal foundation of the field. A rubric is used in the evaluation of the comprehensive examination, which are reviewed blindly by two special education faculty members. In case of a split decision (e.g. one reviewer selects "satisfactory" and another selects "distinction"), a third reviewer evaluates the examination.</p>	<p>All candidates in the Masters of Arts in Special Education program (including alternative route) must satisfactorily complete a final written comprehensive examination.</p>	<p>No schedule identified.</p>	<p>Yes</p>
<p>Measure Type: Quiz/ Exam</p>			

Learning Outcome: Learning Environments and Social Interactions

Council for Exceptional Children (CEC) Program Standards:
Standard 5: Learning Environment and Social Interactions

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching,</p>	<p>No target identified.</p>	<p>Form F is completed by supervisors at the conclusion of student teaching.</p>	<p>Yes</p>

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).</p> <p>Measure Type: Field Work/ Internship</p>			

Learning Outcome: Language

Council for Exceptional Children (CEC) Program Standards:
Standard 6: Language

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Learning Outcome: Instructional Planning

Council for Exceptional Children (CEC) Program Standards:
Standard 7: Instructional Planning

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10.</p>	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active

The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).

Measure Type:

Field Work/ Internship

<p>During what for most is their final semester in the program, candidates undertake the completion of the Psycho-educational Case Study, an independent comprehensive case study of not more than 50-60 pages.</p> <p>This project takes place during the course EDU-607 (Research Seminar in Special Education). This project helps candidates develop the observation and listening skills, learn to record language samples, develop the skills of collecting a variety of written materials from a variety of sources, particularly focused on the myriad instructional variables that impact the learning of students with learning disabilities.</p> <p>The detail and research required for the successful completion of the Psycho-educational case study is directly aligned with CEC standards 2,3,7,8, and 10. In particular, to successfully complete this project, candidates must demonstrate a detailed understanding of the characteristic of human development, how student's school and home environment impact learning and how to develop both short and long-term plans for students. This assessment also allows candidates to demonstrate how to utilize data-based decision-making and how to share resources in professional and ethical ways to colleagues and other interested parties.</p> <p>Measure Type: Final Paper/ Final Project</p>	<p>No target identified.</p>	<p>The course instructor evaluates candidates' case studies on a five-point scale.</p>	<p>Yes</p>
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Related Courses

- EDU-607 - Research Seminar in Special Education

Learning Outcome: Assessment

Council for Exceptional Children (CEC) Program Standards:
Standard 8: Assessment

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active

Assessment Plan

Assessment Measure	Target	Schedule/Cycle	Active
<p>Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).</p> <p>Measure Type: Field Work/ Internship</p>	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes
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Related Courses

- EDU-607 - Research Seminar in Special Education

Learning Outcome: Professional and Ethical Practice

Council for Exceptional Children (CEC) Program Standards:
Standard 9: Professional and Ethical Practice

Outcome Year: 2008-2009
2009-2010
2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Impact on Student Learning: Assessment that demonstrates candidate effects on student learning.</p> <p>We believe it is important to monitor and evaluate the impact our candidates have on student learning in classroom settings. In past semesters, the impact of our candidates on student learning was primarily measured indirectly through indirectly through other evaluation tools. Recognizing the need to directly and quantitatively measure the impact our candidates have on student learning, the faculty adopted a new assessment tool titled "Impact on Student Learning." Utilization of this instrument began in Fall of 2007.</p> <p>Candidates are required to be observed using a pre and post assessment in their internship classroom.</p> <p>Measure Type: Field Work/ Internship</p>	<p>Based on the mean scores overall, students have met this standard.</p>	<p>No schedule identified.</p>	<p>Yes</p>
<p>Comprehensive Exam: Assessment of content knowledge in special education.</p> <p>This four-hour examination consists of a series of one or two-hour essay responses based on the contents of the entire program, with the content of specific courses included in the comprehensive exam cumulatively.</p> <p>This assessment is aligned with CEC standards 1,2,4 and 9. During the comprehensive examination, there are four questions that directly address each of these four standards, and the rubric used to evaluate the comprehensive items are aligned with the appropriate CEC standard. The rubric has three ratings (unsatisfactory, satisfactory and distinction). Although the questions are revised somewhat each time the comprehensive is given, each of the four questions follows the same general model. One question requires the candidates demonstrate that they understand the principles and major theories, relevant laws and policies, diverse and historical points of view, and human issues that influence the field and professional practice. Another question is designed to evaluate candidates' understanding of the development and characteristics of learners, whereas the remaining two questions require candidates to demonstrate instructional design strategies and an understanding of the legal foundation of the field.</p> <p>A rubric is used in the evaluation of the comprehensive examination, which are reviewed blindly by two special education faculty members. In case of a split decision (e.g. one reviewer selects "satisfactory" and another selects "distinction"), a third reviewer evaluates the examination.</p> <p>Measure Type: Quiz/ Exam</p>	<p>All candidates in the Masters of Arts in Special Education program (including alternative route) must satisfactorily complete a final written comprehensive examination.</p>	<p>No schedule identified.</p>	<p>Yes</p>

Learning Outcome: Collaboration

Council for Exceptional Children (CEC) Program Standards:

Standard 10: Collaboration

Outcome Year: 2008-2009

2009-2010

2010-2011

Start Date: 05/13/2009

Outcome Status: Archived Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Form F--Final Evaluation of Student Teaching/ Field Experience. During their internship at The Lab School of Washington, and, for students in our alternative route program placed in DC Public Schools, we used our standard evaluation of student teaching, which we fondly call "Form F". Form F is an assessment of candidates' knowledge, skills, and dispositions within field-based settings. This form is based on the ten standards of the Interstate New Teacher Assessment and Support Consortium (INTASC). This very specific observational tool is used to assess a number of the CEC standards in terms of candidates' development. The assessment is directly aligned with standards 2,3,4,5,7,8 and 10. The comprehensive nature of the Form F assessment, based as it is on the INTASC standards, speaks directly and specifically to each and every pedagogical and professional knowledge, skills, and dispositional criteria set forth in the revised CEC standards. Although Form F is a summative evaluation, it is meant to serve as a developmental reflection tool. Supervisors, cooperating teachers and candidates are encouraged to reflect on areas addressed in Form F throughout the entire student teaching experience. Traditionally, Form F was a paper-based document submitted at the conclusion of student teaching. However, changes resulting from the development of our assessment system and reflection on our practices, has led to electronic submission of this form. Given that Form F is aligned to the 10 INTASC standards, there are 10 items and the form uses a 5-point scale (for a total possible score of 50).</p> <p>Measure Type: Field Work/ Internship</p>	No target identified.	Form F is completed by supervisors at the conclusion of student teaching.	Yes
<p>During what for most is their final semester in the program, candidates undertake the completion of the Psycho-educational Case Study, an independent comprehensive case study of not more than 50-60 pages. This project takes place during the course EDU-607 (Research Seminar in Special Education). This project helps candidates develop the observation and listening skills, learn to record language samples, develop the skills of collecting a variety of written materials from a variety of sources, particularly focused on the myriad instructional variables that impact the learning of students with learning disabilities. The detail and research required for the successful completion of the Psycho-educational case study is directly aligned with CEC standards 2,3,7,8, and 10. In particular, to successfully complete this project, candidates must demonstrate a detailed understanding of the characteristic of human development, how student's school and home environment impact learning and how to develop both short and long-term plans for students. This assessment also allows candidates to demonstrate how to utilize data-based decision-making and how to share resources in professional and ethical ways to colleagues and other interested</p>	No target identified.	The course instructor evaluates candidates' case studies on a five-point scale.	Yes

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active

parties.

Measure Type:

Final Paper/ Final Project

Related Courses

- EDU-607 - Research Seminar in Special Education

Learning Outcome: Content Knowledge in Special Education: Praxis II

Special Education Candidates will demonstrate knowledge of the content of special education instruction, as well as general and subject-specific teaching skills and knowledge.

Outcome Year: 2012-2013

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Praxis II Special Education Assessment (conducted by ETS)	Meet State Cut Scores	Once for each cohort (annual)	Yes
Measure Type:			
Quiz/ Exam			

Learning Outcome: Professional and Pedagogical Practice: Portfolio Assessment

Special Education Candidates will demonstrate to a breadth of content knowledge they have relative to teaching children with exceptionalities. Candidates are required to include one or two "signature assignments" created in the MA in Special Education coursework or during the internship which demonstrates their application of content, pedagogical and professional knowledge and their impact on student learning in the classroom where they complete their internship. Candidates write about each activity, describing it and explaining how it demonstrates mastery of the standard.

Outcome Year: 2012-2013

Start Date: 09/01/2011

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Portfolio	Candidates must score at least a 24 out of 36 on this assessment.	Annually	Yes
Measure Type:			
Other			

Learning Outcome: Professional and Pedagogical Practice: Field-Based Performance Assessment

The Field Based Performance Assessment (FBPA) is a performance based tool used assess candidates' growth in the field along the dimensions of the 10 CEC professional standards, in alignment with INTASC principles.

Outcome Year: 2012-2013

Start Date: 09/01/2010

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
Observation	The FBPA is used at midpoint and final evaluations of candidates. University Supervisor and Cooperating Teacher evaluate the candidate at these two points during the internship placement. Candidates' familiarity with the FBPA tool and its dimensions,	During Internship	Yes
Measure Type:			
Other			

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
	<p>formative self-evaluation and feedback from the University Supervisor and Cooperating Teacher are integral aspects of this collaborative assessment. Candidates have an ongoing opportunity to receive specific and direct feedback on areas for improvement and growth to approach the performance standards of characteristics of learners (CEC Standard 2), individual learning differences (CEC Standard 3), instructional strategies (CEC Standard 4), learning environments and social interactions (CEC Standard 5), language and communication (CEC Standard 6), instructional planning (CEC Standard 7), assessment (CEC Standard 8), professional and ethical practice (CEC Standard 9), and collaboration (CEC Standard 10). Candidates' ability to reach the performance standard is the result of their cumulative learning experiences in the field with supervision and encouragement about their progress along these dimensions. It should be noted that candidates' FBPA grades at midpoint do not count toward their final grade, as this process of receiving feedback and integrating into practice is an expectation for students upon the final point in their internship experience.</p>		

Learning Outcome: Effects on Stakeholders: Impact on Student Learning

Recognizing the need to directly and quantitatively measure the impact our candidates have on student learning, the faculty adopted a new assessment tool titled, "Impact on Student Learning." Utilization of this instrument began in Fall of 2007. This assessment is collected during the observation of the candidate the internship. Every candidate is evaluated on this assessment through the "Impact on Student Learning" scoring rubric. To earn a passing score, students must earn at least a score of 2 (acceptable). The rubric uses a four-point system, with 0 as unacceptable and 3 as distinguished.

Outcome Year: 2012-2013

Start Date: 09/01/2007

Outcome Status: Active Learning Outcome

Assessment Plan			
Assessment Measure	Target	Schedule/Cycle	Active
<p>Candidate must demonstrate a positive effect on K12 learners. Measure Type: Field Work/ Internship</p>	<p>All candidates will demonstrate a positive effect on K12 learners.</p>	<p>Annually.</p>	<p>Yes</p>

