PROGRAM REPORT SUMMARY

Department: Special Education and Interventions	Report Type: SUMMARY
Program Name: Special Education MS/Grad Certification	Program Award Level:
Report Preparer: Joan Nicoll-Senft	Academic Year Data: 2019-20
Program Structure (Choose One): Accredited Non-Accredited Combination	Date Report Completed: 11/4/2020
Accreditation Agency (If Applicable): Council for Exceptional Children (CEC)	Date Next Self Study Due to Agency: 08/01/2021

Program Assessment Question	Response				
1) URL: Provide the URL where the learning outcomes (LO) can be viewed.	http://ccsu.smartcatalogiq.com/current/Undergraduate-Graduate-Catalog/Masters-Degree-Programs/Special-Education-M-S-For-Initial-Certification-or-Teachers-Seeking-Cross-Endorsement-in-Special-Education				
2) Assessment Instruments: Please list the source(s) of the data/evidence, other than GPA, that is/are used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, etc.)	Type and Number of Assessment	Name of Assessment (10)	Type or Form of Assessment (11)	When the Assessment Is Administered (12)	Interpreted by
	Assessment #1: Licensure assessment, or other content-based assessment (required	Special Education: Core Knowledge and Mild to Moderate Applications (ETS 5543)	State licensure test	Level Three prior to student teaching)	Educational Testing Service (ETS)
	Assessment #2: Assessment of content knowledge in special education (required)	FBA/BIP	Performance-based assessment	Level Two (SPED 514)	Faculty

	Assessment #3: Assessment of candidate ability to plan instruction (required)	Lesson Plan Sequence Assignment	Performance-based assessment	Level Three (SPED 517)	Faculty
	Assessment #4: Assessment of student teaching (required)	Student Teaching Evaluation	Criterion-referenced	Level Four (student teaching)	University Supervisor and Cooperating Teacher
	Assessment #5: Assessment of candidate effect on student learning (required)	edTPA Tasks 1- 3	Performance-based assessment	Level Four (student teaching)	External scores trained by the Sanford Center for Assessment, Learning, and Equity (SCALE)
	Assessment #6: Additional assessment that addresses CEC standards (required)	Assessment Project Parts I and II	Assessment report	Level Three (SPED 515)	Faculty
	Assessment #7: Additional assessment that addresses CEC standards (optional)	Educator Disposition Assessment	Criterion-referenced	Level Four (student teaching)	Faculty
3) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admin. assistant, etc.).	Please see last column in table above.				
4) **Results**: Since the last submitted report, list:	Content Knowledge. Data from our department's Content Knowledge assessments reflect that our teacher candidates have a strong command of content knowledge related to special				

a. The conclusion(s) drawn, noting strengths and weaknesses. *b.* The changes that were or will be made as a result of those conclusion(s).	education. An average teacher candidate pass rate of 97.5% on the PRAXIS II examination is a strong indicator of their content knowledge. Professional and Pedagogical Knowledge, Skills, and Dispositions. Overall findings from assessments in this area indicate our teacher candidates possess strong professional and pedagogical knowledge and skills (Assessment 3. Lesson Plan Sequence; Assessment 4. Student Teaching Evaluation; Assessment 6. Assessment Plan, and Assessment 7 Educator Disposition Assessment). Student data collected and analyzed from these assessments indicate that our candidates have acquired the necessary professional and pedagogical knowledge, skills, and dispositions to be successful special education teachers. Data indicates that our TCs continue to be proficient in designing and implementing evidence-based, specialized instruction for students with exceptionalities Our EPP's adoption of the edTPA coupled with our department's participation in national pilots over the past three years have enabled faculty to make small but significant program changes to improve our TCs' ability to provide specific feedback to students to improve their learning. Teacher candidates in our program are also competent in administering and analyzing informal curriculum-based and formal norm-referenced assessments as evidenced by the Assessment Project Parts I and II (Assessment 6). Recent revisions to this assessment were made to scaffold and assess each component of this assignment more thoroughly. Our student assessment data indicates that 100% of our TCs scored at the target or acceptable levels on our Student Teaching Evaluation (Assessment 4). This is a strong indicator of our teacher candidates' professional and pedagogical knowledge, skills, and dispositions within the field of special education. Student Learning. Overall data analysis demonstrates that our program's TCs have a positive impact on student learning. Our candidates' edTPA scores have increased by four points over the past three years, from a mean score of 36.3 in Spring 2016 to a mean score of 40.3 in Fall 2019. These results are in large part due to our faculty's ongoing efforts to align and embed course content focused on edTPA based on systematic and on-going analysis of edTPA data. Future planned program changes include the use of a module and accompanying writing template to ensure consistency in maintaining candidates' skills pertaining to the development of measurable and observable lesson objectives across the entirety of their program, as well as consistently embedding assignments in our methods courses focused on video analysis and providing specific feedback focused on student strengths and needs.

	<u>Changes Made.</u> Faculty have also revised several rubrics pertaining to key assessments within our program to better align with CEC standards and focus more explicitly on candidate performance. Currently, faculty are working to align several courses in our program more directly with universal design for learning (UDL), edTPA, and CCSU's Central Teaching Practices. Our EPP's recent acquisition of Watermark's Educator Disposition Assessment (EDA) has brought an increased focus on intentional teaching, monitoring, and assessment of our and TC's dispositions as they progress through our program and clinical experiences. This assessment was piloted within two courses in our department during the Spring 2019 semester with EPP-wide adoption in Fall 2019. Data from the Fall 2019 semester indicated that 100% of our TCs scored at the target or acceptable level on this instrument.
5) **Strengths**: What about your assessment process is working well?	<u>Strengths as reported by Accreditation Agency.</u> The program has selected some solid assessments to use as evidence that candidates can apply pedagogical and professional content knowledge, skills, and dispositions. The EPP has monthly meetings to review trends, candidate performance, and issues. The EPP does have a curriculum committee which is charged with developing, reviewing and recommending departmental-level curricular revisions. The EPP has plans to include the use of a module and accompanying writing a template to ensure consistency in maintaining candidates' skills pertaining to the development of measurable and observable lesson objectives across the entirety of their program, as well as consistently embedding assignments in our methods courses focused on video analysis and providing specific feedback focused on student strengths and needs.
6) **Improvements**: List ways in which your assessment process needs to be improved based on student data. (A brief summary of changes to assessment plan can be reported here)	<u>Improvements as reported by Accreditation Agency.</u> The faculty are encouraged to replace assessment 2 with a stronger performance assessment. The case study did not provide a lot of evidence of candidates' performance on the CEC Standards. <u>Changes to Assessment Plan.</u> Assessment #2 (Case Study) was replaced by the FBA/BIP effective Spring 2020.