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MAJOR FIELD ASSESSMENT PLAN

B.A. Special Education Mild/Moderate Disabilities and Elementary Education

The mission of Southeastern Louisiana University is to lead the educational, economic, and cultural development of southeast Louisiana.

The Special Education Program, in the Department of Teaching and Learning, offers an undergraduate curriculum in mild/moderate disabilities and elementary education. Candidates in this program will be prepared to demonstrate the knowledge, skills, and dispositions needed to have a positive impact on student achievement in schools and community-based settings.

GOAL 1:

To develop and maintain a quality education program in which candidates develop an understanding of the field of special education.

Expected Outcome 1: Candidates will demonstrate knowledge of curricula, instructional strategies, and materials for teaching individuals with disabilities.

Assessment Procedure(s) and Criteria:

- 1a Exit Survey: Two SPED questions re: candidates' understanding of, and preparation for, implementing curricula, instructional strategies, and materials for teaching students with disabilities. 80% of the candidates will rate their program as satisfactory (3) or better.
- 1b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items for Outcome 1 (E.O. #1).

Expected Outcome 2: Candidates will demonstrate knowledge of classroom organization and management techniques for individuals with disabilities.

Assessment Procedure(s) and Criteria:

- 2a Exit Survey: Two SPED questions re: candidates' understanding of, and preparation for, implementing organizational and management techniques for students with disabilities. 80% of the candidates will rate their program as satisfactory (3) or better.
- 2b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items for Outcome 2 (E.O. #2).

Expected Outcome 3: Candidates will demonstrate knowledge and skills in collaborating with other educators, families, related service providers, and personnel from the community.

Assessment Procedure(s) and Criteria:

- 3a Exit Survey: Two SPED questions re: candidates' understanding of family issues and approaches for working with school personnel and community resources to benefit students with disabilities. 80% of the candidates will rate their program as satisfactory (3) or better.
- 3b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items for Outcome 3 (E.O. #3)

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Candidates will demonstrate knowledge of assessment principles and procedures for working with individuals with disabilities.

Assessment Procedure(s) and Criteria:

- 4a Exit Survey: Two SPED questions re: candidates' understanding of assessment principles and practices and preparation for utilizing assessment information to plan programs. 80% of the candidates will rate their program as satisfactory (3) or better.
- 4b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items for Outcome 4 (E.O. #4)

GOAL II:

To provide learning activities and diverse field experiences to enable candidates to apply, synthesize, and evaluate knowledge in the development of teaching expertise.

Expected Outcome 1: Candidates will have a successful student teaching experience.

Assessment Procedure(s) and Criteria:

- 1a Undergraduate Program Summary Form: 90% of candidates will pass student teaching.

Expected Outcome 2: Candidates will be well-prepared for their first position in the field of special education.

- 2a Undergraduate Program Summary Form: 90% of candidates will report that they feel prepared for their first teaching position in special educations.
- 2b Structured Interview: 90% of the candidates will indicate satisfaction in their program.
- 2c Field Placement Chart: 95% of candidates will have diverse field experiences (grad, age, Setting) prior to student teaching.

Expected Outcome 3: Candidates will demonstrate effective communication skills.

Assessment Procedure(s) and Criteria:

- 3a Exit Survey: One SPED question re: candidates' satisfaction with preparation to communicate effectively with students, parents, and colleagues. 80% will rate their program as satisfactory (3) or better.
- 3b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 on the targeted items.

GOAL III

To foster and maintain a positive environment for candidates' professional development.

Expected Outcome 1: Candidates will participate in professional development activities and/or organizations.

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Assessment Procedure(s) and Criteria:

- 1a Exit Survey: One SPED question re: candidates' satisfaction with preparation for becoming involved in professional organizations and activities. 80% of the candidates will rate their program as satisfactory or better.
- 1b Undergraduate Program Summary Form: 50% of the candidates will report that they participated in 2 professional development activities or organizations.

Expected Outcome 2: Candidates will be sensitive to individual needs.

Assessment Procedure(s) and Criteria:

- 2a Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items.

Expected Outcome 3: Candidates will demonstrate enthusiasm as teachers.

Assessment Procedure(s) and Criteria:

- 3a Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted item.

Expected Outcome 4: Candidates will develop an awareness of professional/ethical behaviors and practices in the field of special education.

- 4a Exit Survey: Question re: satisfaction with the quality of instruction regarding standards and ethnics in major field. 80% of the candidates will rate their program as satisfactory or better.
- 4b Cumulative Student-Teacher Evaluation Form: 90% of the candidates will score an average of 3 or better on the targeted items.

Note:

Students in the special education mild/moderate disabilities and elementary education program are exposed to cultural and global perspectives through knowledge of multicultural educational issues infused throughout all special education courses. All course objectives and learner outcomes delineated on syllabi have been revised to reflect the knowledge and skill standards set forth by the Council for Exceptional Children (CEC). These standards are inclusive in nature, including the "... knowledge and skills considered essential to effectively serve all exceptional learners, including those from culturally and linguistically diverse backgrounds" (The Council for Exceptional Children, 2000, p.20). (See for example, SPED 200, SPED 363, and SPED 440 syllabi). In addition, all students are placed in multicultural public school settings during field experiences and student teaching.