



**PREPARING  
EXEMPLARY  
PRACTITIONERS** | FIELD-BASED  
INQUIRY  
PROFESSIONAL  
EXCELLENCE  
BETTERMENT  
OF SOCIETY  
Adaptive • Proactive • Decisive • Leading • Reflective • Inquisitive  
Knowledgeable • Collaborative • Empathetic • Culturally Sensitive

## PROGRAM DATA REPORT

### *SPECIAL EDUCATION*

THE UNIVERSITY OF WEST GEORGIA

2012-13

PREPARED BY

STEPHANIE SIEGEL, ASSESSMENT PROGRAM SPECIALIST

# Program Admissions/Production Information

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Table 1\*  
AY13 Admissions by Degree Type (N=146)

B.S.Ed.	M.Ed.	Ed.S.
48	36	62

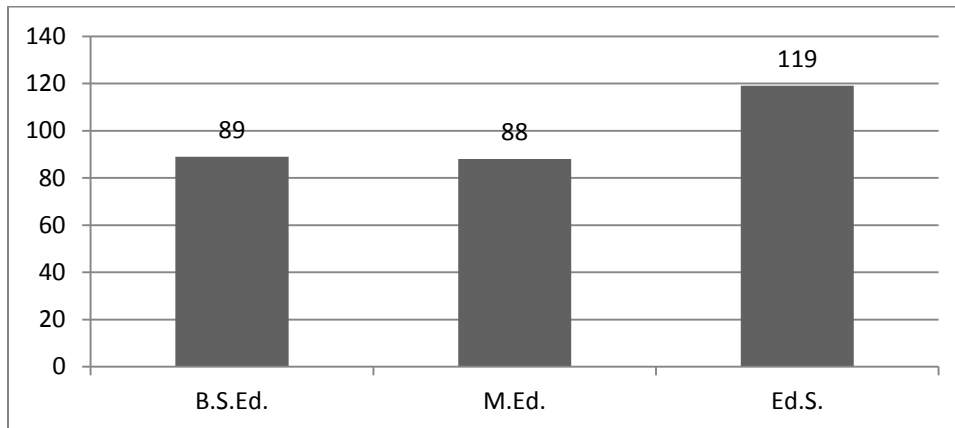
\* Banner Report ED2740 & ED2465 (for B.S.Ed. admissions)

Table 2\*  
AY13 Completers by Degree Type (N=92)

B.S.Ed.	M.Ed.	Ed.S.
33	43	16

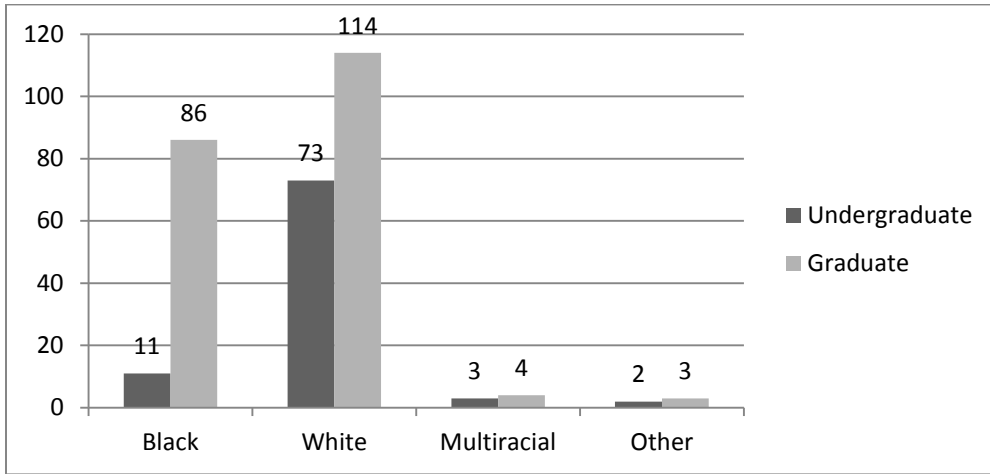
\* Program Vitality Report

Figure 1\*  
Active Majors (N=296)



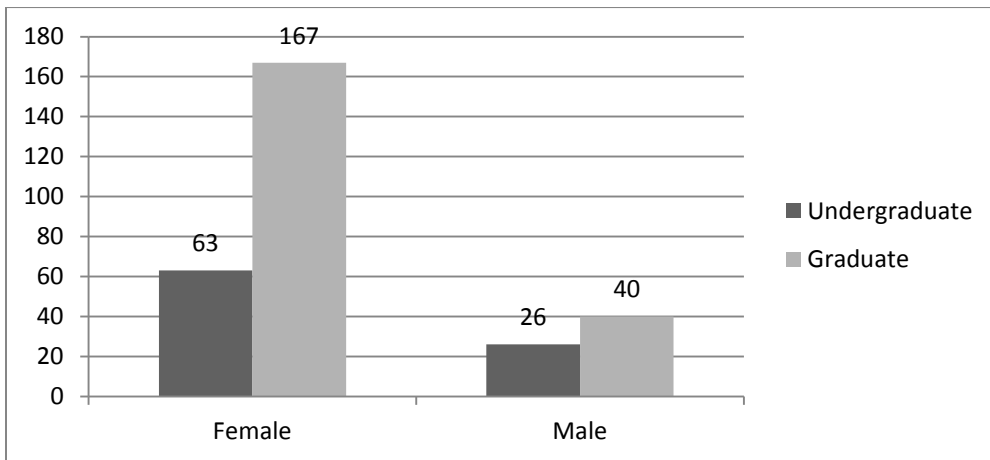
\* Banner Report ED2505

Figure 2\*  
Race-Active Majors (N=296)



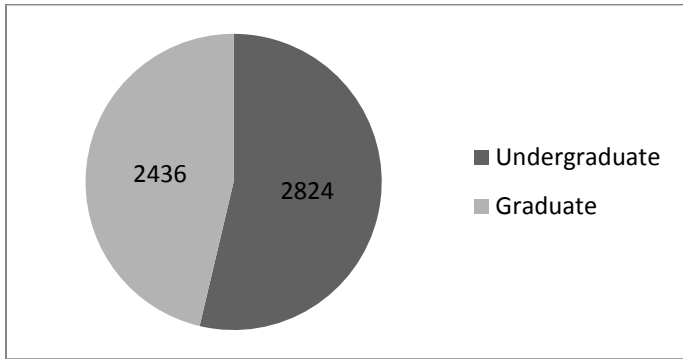
\* Banner Report ED2505

Figure 3\*  
Gender-Active Majors (N=296)



\*Banner Report 2505

Figure 4\*  
Credit Hour Production-All SPED Courses



\* Banner Report ED2270

Table 3\*  
Average SAT Scores-Undergraduate Active Majors (N=48)

Test	Score
SAT-Verbal	479
SAT-Mathematics	468
Both Tests Average	947

\* Banner Report ED2505

Table 4\*  
Average ACT Scores-Undergraduate Active Majors (N=41)

Test	Score
ACT- Verbal	18
ACT- Mathematics	19
Both Tests Average	37

\* Banner Report ED2505

Table 5\*

Average GRE Scores- Graduate Student Active Majors (N=61)

Test	Score
GRE-Verbal	413
GRE-Quantitative	445
Both Tests Average	858

\* Banner Report ED2505

# Assessment Results: B.S.Ed.

## Learning Outcomes Report\*

**STANDARD BODY :** COE - Student Learning Outcomes as Standards

**COE - Student Learning Outcomes as Standards**

Special Education Bachelor's

Outcome 2: Candidates demonstrate knowledge and skills related to Development and Characteristics of Learners.

Outcome 3: Candidates demonstrate knowledge and skills related to Individual Learning Differences of children with disabilities.

Outcome 6: Candidates demonstrate knowledge and skills related to understanding and enhancing Language skills of learners with disabilities.

**ASSESSMENT TEMPLATE :** SPED 4712 B.S.Ed.Resources Project Rubric

**SECTION :** SPED 4712 Resources Project Rubric

**QUESTION :** Rubric

Rubric	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Items Included	0	0%	2	6.25%	18	56.25%	12	37.5%	0	0%	32	3.31
Item Labeling	0	0%	1	3.12%	1	3.12%	30	93.75%	0	0%	32	3.91
References	0	0%	9	28.12%	23	71.88%	0	0%	0	0%	32	2.72
Annotations	1	3.12%	1	3.12%	17	53.12%	13	40.62%	0	0%	32	3.31
Presentation	0	0%	0	0%	18	56.25%	14	43.75%	0	0%	32	3.44
Miscellaneous	0	0%	1	3.12%	5	15.62%	26	81.25%	0	0%	32	3.78
<b>Total/Percentage</b>	<b>1</b>	<b>0.52%</b>	<b>14</b>	<b>7.29%</b>	<b>82</b>	<b>42.71%</b>	<b>95</b>	<b>49.48%</b>	<b>0</b>	<b>0%</b>	<b>192</b>	

\* Tk20 Report West Georgia COE Standards Report

## Dispositions, Impact on Student Learning, and Intern Keys Instruments\*\*

Table 6\*:  
COE Dispositions Rubric (N=36)

Dispositions	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality	0%	2.78%	30.56%	66.67%	0%	3.64
Professionalism: Preparation	0%	2.86%	14.29%	82.86%	2.78%	3.8
Professionalism: Professional Demeanor	0%	0%	13.89%	86.11%	0%	3.86
Professionalism: Responsive and Adaptive	0%	0%	30.56%	69.44%	0%	3.69
Professionalism: Ethical and Honest	0%	0%	25%	75%	0%	3.75
Communication: Verbal Communication	0%	2.78%	33.33%	63.89%	0%	3.61
Communication: Written Communication	0%	0%	27.27%	72.73%	8.33%	3.73
Belief that all can Learn: Respects Individual Differences	0%	0%	36.11%	63.89%	0%	3.64
Fairness: Equity in all Settings	0%	0%	33.33%	66.67%	0%	3.67
Collaboration: Interactions with Others	0%	0%	22.86%	77.14%	2.78%	3.77
Total/Percentage	0%	0.85%	26.76%	72.39%	1.39%	

\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 7\*  
Intern Keys Final (N=52)

Performance Standard 1: Professional Knowledge	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
1.1 Addresses appropriate curriculum standards and integrates key content elements	0%	15.38%	63.46%	21.15%	0%	3.06
1.2 Facilitates students use of higher level thinking skills in instruction	0%	23.08%	57.69%	19.23%	0%	2.96
1.3 Demonstrates ability to link present content with past and future learning experiences, other subject areas, and real-world experiences and applications.	0%	15.38%	57.69%	26.92%	0%	3.12
1.4 Demonstrates accurate, deep, and current knowledge of subject matter.	0%	25%	48.08%	26.92%	0%	3.02
1.5 Exhibits pedagogical skills relevant to the subject area(s) taught and best practice based on current research.	0%	19.23%	57.69%	23.08%	0%	3.04
1.6 Bases instruction on goals that reflect high expectations for all students and a clear understanding of the curriculum.	0%	15.38%	50%	34.62%	0%	3.19

1.7 Displays an understanding of the intellectual, social, emotional, and physical development of the age group.	0%	11.54%	55.77%	32.69%	0%	3.21
Total/Percentage	0%	17.86%	55.77%	26.37%	0%	
<b>Performance Standard 2: Instructional Planning</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
2.1 Analyzes and uses student learning data to inform planning.	0%	28%	52%	20%	3.85%	2.92
2.2 Plans instruction effectively for content mastery, pacing, and transitions.	0%	19.61%	54.9%	25.49%	1.92%	3.06
2.3 Plans for differentiated instruction.	0%	11.76%	43.14%	45.1%	1.92%	3.33
2.4 Aligns and connects lesson objectives to state and local school district curricula and standards, and student learning needs.	0%	11.76%	52.94%	35.29%	1.92%	3.24
Total/Percentage	0%	17.73%	50.74%	31.53%	2.4%	
<b>Performance Standard 3: Instructional Strategies</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
3.1 Engages students in active learning and maintains interests.	0%	3.85%	50%	46.15%	0%	3.42
3.2 Builds upon students' existing knowledge and skills.	1.92%	9.62%	61.54%	26.92%	0%	3.13
3.3 Reinforces learning goals consistently throughout the lesson.	0%	15.38%	57.69%	26.92%	0%	3.12
3.4 Effectively uses appropriate instructional technology to enhance student learning.	0%	16.33%	42.86%	40.82%	5.77%	3.24
3.5 Communicates and presents material clearly, and checks for understanding.	0%	5.77%	67.31%	26.92%	0%	3.21
Total/Percentage	0.39%	10.12%	56.03%	33.46%	1.15%	
<b>Performance Standard 4: Differentiated Instruction</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
4.1 Differentiates the instructional content, process, product, and learning environment to meet individual developmental needs.	0%	15.69%	50.98%	33.33%	1.92%	3.18
4.2 Provides remediation, enrichment, and acceleration to further student understanding of material.	0%	21.28%	48.94%	29.79%	9.62%	3.09
4.3 Uses flexible grouping strategies to encourage appropriate peer interaction and to accommodate learning needs/goals.	0%	14%	52%	34%	3.85%	3.2
Total/Percentage	0%	16.89%	50.68%	32.43%	5.13%	
<b>Performance Standards 5 and 6: Assessment Strategies and Uses</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
5.1 Uses assessment techniques that are appropriate for the developmental level of students.	0%	18.37%	57.14%	24.49%	5.77%	3.06
6.1 Uses diagnostic assessment data to develop learning	0%	31.82%	52.27%	15.91%	15.38%	2.84



goals for students, to differentiate instruction, and to document learning.						
6.2 Plans a variety of formal and informal assessments aligned with instructional results to measure student mastery of learning objectives.	0%	19.15%	51.06%	29.79%	9.62%	3.11
6.3 Uses assessment tools for both formative and summative purposes to inform, guide, and adjust instruction.	0%	17.39%	58.7%	23.91%	11.54%	3.07
6.4 Systematically analyzes and uses data to measure student progress, to design appropriate interventions, and to inform long- and short- term instructional decisions.	0%	23.4%	57.45%	19.15%	9.62%	2.96
6.5 Provides constructive and frequent feedback to students on their progress toward their learning goals.	0%	17.65%	52.94%	29.41%	1.92%	3.12
6.6 Teaches students how to self-assess and to use metacognitive strategies in support of lifelong learning.	0%	35.42%	47.92%	16.67%	7.69%	2.81
Total/Percentage	0%	23.19%	53.92%	22.89%	8.79%	
<b>Performance Standard 7: Positive Learning Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
7.1 Responds to disruptions in a timely, appropriate manner.	0%	13.46%	40.38%	46.15%	0%	3.33
7.2 Establishes clear expectations for classroom rules, routines, and procedures and enforces them consistently and appropriately.	0%	11.76%	47.06%	41.18%	1.92%	3.29
7.3 Models caring, fairness, respect, and enthusiasm for learning.	0%	1.92%	34.62%	63.46%	0%	3.62
7.4 Promotes a climate of trust and teamwork within the classroom.	0%	3.85%	38.46%	57.69%	0%	3.54
7.5 Promotes respect for and understanding of students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	3.85%	32.69%	63.46%	0%	3.6
7.6 Actively listens and pays attention to students' diversity, including – but not limited to – race, color, religion, sex, national origin, or diversity.	0%	3.85%	32.69%	63.46%	0%	3.6
7.7 Actively listens and pays attention to students' needs and responses.	0%	5.77%	34.62%	59.62%	0%	3.54
7.8 Arranges the classroom materials and resources to facilitate group and individual activities.	0%	2%	54%	44%	3.85%	3.42
Total/Percentage	0%	5.81%	39.23%	54.96%	0.72%	
<b>Performance Standard 8: Academically Challenging Environment</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
8.1 Maximizes instructional time.	0%	11.54%	53.85%	34.62%	0%	3.23
8.2 Conveys the message that mistakes should be	0%	13.73%	43.14%	43.14%	1.92%	3.29

embraced as a valuable part of learning.						
8.3 Encourages productivity by providing students with appropriately challenging and relevant material and assignments.	0%	12%	58%	30%	3.85%	3.18
8.4 Provides transitions that minimize loss of instructional time.	0%	12%	64%	24%	3.85%	3.12
8.5 Provides academic rigor, encourages critical and creative thinking, and pushes students to achieve goals.	0%	24%	38%	38%	3.85%	3.14
8.6 Encourages students to explore new ideas and take academic risks.	0%	23.08%	46.15%	30.77%	0%	3.08
Total/Percentage	0%	16.07%	50.49%	33.44%	2.24%	
<b>Performance Standard 9: Professionalism</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
9.1 Carries out duties in accordance with federal and state laws, Code of Ethics, and established state and local school board policies, regulations, and practices.	0%	3.85%	40.38%	55.77%	0%	3.52
9.2 Maintains professional demeanor and behavior.	0%	1.92%	32.69%	65.38%	0%	3.63
9.3 Respects and maintains confidentiality.	0%	0%	32.69%	67.31%	0%	3.67
9.4 Evaluates and identifies areas of personal strengths and weaknesses related to professional skills and their impact on student learning and sets goals for improvement.	0%	11.54%	51.92%	36.54%	0%	3.25
9.5 Participates in ongoing professional growth activities based on identified areas for improvement.	0%	10.2%	55.1%	34.69%	5.77%	3.24
9.6 Demonstrates flexibility in adapting to school change.	0%	3.92%	45.1%	50.98%	1.92%	3.47
Total/Percentage	0%	5.19%	42.86%	51.95%	1.28%	
<b>Performance Standard 10: Communication</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Mean</b>
10.1 Uses verbal and non-verbal communication techniques to foster positive interactions and promote learning in the classroom and school environment.	0%	7.69%	51.92%	40.38%	0%	3.33
10.2 Uses precise language, correct vocabulary, and grammar, and appropriate forms of oral and written communication.	0%	1.92%	48.08%	50%	0%	3.48
10.3 Explains directions, concepts, and lesson content to students in a logical, sequential, and age-appropriate manner.	0%	9.8%	54.9%	35.29%	1.92%	3.25
10.4 Adheres to school and district policies regarding communication of student information.	0%	6%	36%	58%	3.85%	3.52
10.5 In partnership with the classroom teacher, creates a climate of openness for parents, students, and other school professionals by demonstrating a collaborative and approachable style.	0%	8.16%	32.65%	59.18%	5.77%	3.51

10.6 Listens and responds with cultural awareness, empathy, and understanding to the voice of students.	0%	7.69%	38.46%	53.85%	0%	3.46
10.7 Uses modes of communication that are appropriate for a given situation.	0%	3.85%	46.15%	50%	0%	3.46
Total/Percentage	0%	6.42%	44.13%	49.44%	1.65%	

\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

\*\* No data collected for Impact on Student Learning.

## GACE Content Test Results

Table 8\*

GACE Pass Rates

Test	Number Tested	Number Passed	Percent Passed
Special Education-I	53	52	98%
Special Education-II	54	53	98%

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 9\*

Special Education Test I Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
69	72	SUBAREA 1: UNDERSTANDING STUDENTS WITH DISABILITIES
65	67	0001 Understand human development.
65	71	0002 Understand the various characteristics and needs of students with disabilities.
77	78	0003 Understand factors affecting learning and development of students with disabilities.
72	74	SUBAREA 2: ASSESSING STUDENTS & DEVELOPING PROGRAMS
73	76	0004 Understand types and characteristics of various assessments.
64	66	0005 Understand procedures for conducting assessment activities to address the individual

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
		needs of students with disabilities.
75	80	0006 Understand how to interpret and communicate assessment results.
72	76	0007 Understand procedures for developing, implementing, and amending Individualized Education Programs (IEPs), Individualized Family Service Plans (IFSPs), and transition plans.
74	74	0008 Understand uses of instructional and assistive technologies to support the communication and learning of students with disabilities.

\* GACE Annual Program Provider Summary Report, 2011-2012

Table 10\*  
Special Education Test II Results

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
66	68	SUBAREA 1: PROMOTING STUDENT DEVELOPMENT & LEARNING
61	68	0009 Understand strategies for managing the learning environment to create a safe, supportive, and inclusive classroom climate that promotes the development and learning of students with disabilities.
70	69	0010 Understand the development and implementation of effective behavior management and behavior intervention strategies for students with disabilities.
68	66	0011 Understand principles and methods of planning and delivering instruction for students with disabilities.
64	69	0012 Understand strategies and techniques for promoting the development of communication, social, and life skills of students with disabilities.
74	75	SUBAREA 2: WORKING IN A PROFESSIONAL ENVIRONMENT

Average Percent Correct-Institution	Average Percent Correct-Statewide	Subarea and Objective
71	74	0013 Understand how to communicate and collaborate with students with disabilities and their families to help students achieve desired learning outcomes.
71	75	0014 Understand how to communicate and collaborate with colleagues, administrators, service providers, and community agencies to help students with disabilities achieve desired learning outcomes.

\* GACE Annual Program Provider Summary Report, 2011-2012

# Assessment Results: M.Ed.

## Learning Outcomes Report

STANDARD BODY : COE - Student Learning Outcomes as Standards

COE - Student Learning Outcomes as Standards

Special Education General Master's

Outcome 9: Candidates demonstrate knowledge and skills related to Professional and Ethical Practice of special educators.

ASSESSMENT TEMPLATE : SPED 6721 M.Ed. Ethics Code Paper Rubric

SECTION :

QUESTION : Competency Levels

Competency Levels	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Mechanics and Format	0	0%	3	16.67%	9	50%	6	33.33%	0	0%	18	3.17
Language	0	0%	1	5.56%	13	72.22%	4	22.22%	0	0%	18	3.17
Content	0	0%	0	0%	9	50%	9	50%	0	0%	18	3.5
Standards	0	0%	0	0%	15	83.33%	3	16.67%	0	0%	18	3.17
Total/Percentage	0	0%	4	5.56%	46	63.89%	22	30.56%	0	0%	72	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

Special Education General Master's

Outcome10: Candidates demonstrate knowledge and skills related to Collaboration designed to enhance understanding of and services to learners with disabilities

**ASSESSMENT TEMPLATE : SPED 6723 M.Ed. Child Profile Project Rubric**

**SECTION :**

**QUESTION :**

	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Area: Physical	0	0%	0	0%	0	0%	6	100%	0	0%	6	5
Area: Cognitive	0	0%	1	16.67%	0	0%	5	83.33%	0	0%	6	4.33
Area: Socio-emotional	0	0%	1	16.67%	2	33.33%	3	50%	0	0%	6	3.67
Area: Linguistic	0	0%	1	16.67%	1	16.67%	4	66.67%	0	0%	6	4
Area: Ecological	0	0%	1	16.67%	1	16.67%	4	66.67%	0	0%	6	4
Data Collection and strategy use	0	0%	0	0%	0	0%	6	100%	0	0%	6	5
Grammar, mechanics, and style	0	0%	0	0%	2	33.33%	4	66.67%	0	0%	6	2.67
Presentation	0	0%	0	0%	0	0%	6	100%	0	0%	6	2
Total/Percentage	0	0%	4	8.33%	6	12.5%	38	79.17%	0	0%	48	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

Special Education General Master's

Outcome 1: Candidates demonstrate knowledge and skills related to the Foundations of special education.

**ASSESSMENT TEMPLATE : SPED 6721 M.Ed. Literature Review Rubric**

**SECTION :**

**QUESTION : Competency Levels**

Competency Levels	# Unacceptable	% Unacceptable	# Developing	% Developing	# Proficient	% Proficient	# Exemplary	% Exemplary	# No Response	% No Response	Total Response	Average
Presentation	0	0%	0	0%	7	87.5%	1	12.5%	0	0%	8	3.12
APA style (references and citations)	0	0%	1	12.5%	5	62.5%	2	25%	0	0%	8	3.12
Content	0	0%	1	12.5%	6	75%	1	12.5%	0	0%	8	3
Standards	0	0%	0	0%	6	75%	2	25%	0	0%	8	3.25
Total/Percentage	0	0%	2	6.25%	24	75%	6	18.75%	0	0%	32	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

Special Education General Master's

Outcome 3: Candidates demonstrate knowledge and skills related to Individual Learning Differences of children with disabilities.

**ASSESSMENT TEMPLATE : SPED 7705 M.Ed. Position Paper Discussion Reflection Rubric**

**SECTION : Opinion Paper Discussion Rubric**

**QUESTION : Rubric**

Rubric	# 1=Unacceptable The candidate's performance demonstrates partial competence or inconsistent performance of the expected outcome.	% 1=Unacceptable The candidate's performance demonstrates partial competence or inconsistent performance of the expected outcome.	# 2=Developing The candidate demonstrates partial competence or inconsistent performance of the expected outcome.	% 2=Developing The candidate demonstrates partial competence or inconsistent performance of the expected outcome.	# 3=Proficient The candidate consistently demonstrates the skills, knowledge, or disposition being assessed.	% 3=Proficient The candidate consistently demonstrates the skills, knowledge, or disposition being assessed.	# 4=Exemplary The candidate exceeds all expectations: consistently goes beyond the level of performance necessary for proficiency.	% 4=Exemplary The candidate exceeds all expectations: consistently goes beyond the level of performance necessary for proficiency.	# No Response	% No Response	Total Response	Average
Content	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Discussion Topic	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Discussion Summary	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Content												
People First Language	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
Professional Application	0	0%	0	0%	0	0%	4	100%	0	0%	4	4
<b>Total/Percentage</b>	0	0%	0	0%	0	0%	20	100%	0	0%	20	



## Dispositions, Impact on Student Learning, and Diversity Instruments

Table 11\*:

SPED Dispositions Rubric- Advanced Programs (N=1)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Professionalism: Punctuality; Leaving Early Added In	0%	0%	0%	100%	0%	4
Professionalism: Preparation	0%	0%	0%	100%	0%	4
Professionalism: Professional Demeanor	0%	0%	0%	100%	0%	4
Professionalism: Responsive & Adaptive	0%	0%	0%	100%	0%	4
Professionalism: Ethical & Honest	0%	0%	0%	100%	0%	4
Communication: Verbal Communication	0%	0%	100%	0%	0%	3
Communication: Written Communication	0%	0%	100%	0%	0%	3
Belief that all can Learn: Respects Individual Differences	0%	0%	0%	100%	0%	4
Fairness: Equity in all Settings	0%	0%	0%	100%	0%	4
Collaboration: Interactions with Others	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	20%	80%	0%	

\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 12\*:

SPED 6792/6793 Impact on Student Learning-Unit Plan Assignment (N=2)

Rubric	% Unacceptable	% Developing	% Proficient	% Exemplary	% No Response	Mean
Planning	0%	0%	0%	100%	0%	4
Instructional Methods	0%	0%	0%	100%	0%	4
Differentiation	0%	0%	0%	100%	0%	4
Assessment	0%	0%	0%	100%	0%	4
Total/Percentage	0%	0%	0%	100%	0%	

\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

Table 13\*

COE Diverse Experiences Rubric (N=1)

<b>Diverse Experiences Rubric</b>	<b>% Unacceptable</b>	<b>% Developing</b>	<b>% Proficient</b>	<b>% Exemplary</b>	<b>% No Response</b>	<b>Total Response</b>	<b>Mean</b>
Age/Grade Level Diversity	0%	0%	0%	100%	0%	1	4
English Language Learners	0%	0%	0%	100%	0%	1	4
Special Needs	0%	0%	0%	100%	0%	1	4
Demographic Diversity	0%	0%	0%	100%	0%	1	4
Total/Percentage	0%	0%	0%	100%	0%	4	

\* Tk20 Report FIELD EXPERIENCE 007: Aggregate Report on Field Experience Assessments

# Assessment Results: Ed.S.

## Learning Outcomes Report

**STANDARD BODY :** COE - Student Learning Outcomes as Standards

**COE - Student Learning Outcomes as Standards**

Special Education Specialist

Outcome 5 knowledge and skills related to Professional Dev't & Ethical Practice

**ASSESSMENT TEMPLATE :** SPED 7729 Ed.S. Case Law Project Rubric

**SECTION :** SPED 7729 Case Law Project Rubric

**QUESTION :** Rubric

Rubric	#	%	#	%	#	%	#	%	# No	% No	Total	Average
	Unacceptable	Unacceptable	Developing	Developing	Proficient	Proficient	Exemplary	Exemplary	Response	Response	Response	
Comprehensive description of issue, court findings, case citations (coverage of the content)	0	0%	0	0%	2	6.45%	29	93.55%	0	0%	31	3.94
Organization/topic development	0	0%	0	0%	3	9.68%	28	90.32%	0	0%	31	3.9
Conclusion and synthesis of information found in your research (connections or applications to today's P-12 schools)	0	0%	0	0%	4	12.9%	27	87.1%	0	0%	31	3.87
Use of graduate level language, vocabulary.	0	0%	0	0%	1	3.23%	30	96.77%	0	0%	31	3.97
Spelling, grammar, writing mechanics, use of graduate	0	0%	0	0%	0	0%	31	100%	0	0%	31	4
APA style	0	0%	0	0%	3	10%	27	90%	1	3.23%	30	3.9
Quality of research, appropriate references used & length	0	0%	0	0%	6	19.35%	25	80.65%	0	0%	31	3.81
<b>Total/Percentage</b>	0	0%	0	0%	19	8.8%	197	91.2%	1	0.46%	216	

**STANDARD BODY : COE - Student Learning Outcomes as Standards**

**COE - Student Learning Outcomes as Standards**

Special Education Specialist

Outcome 6 knowledge and skills related to Collaboration

**ASSESSMENT TEMPLATE : SPED 8704 Ed.S. Topic Paper Rubric**

**SECTION : Topic Paper Rubric**

**QUESTION : Rubric**

Rubric	# Unacceptable (1)	% Unacceptable (1)	# Developing (2)	% Developing (2)	# Proficient (3)	% Proficient (3)	# Exemplary (4)	% Exemplary (4)	# No Response	% No Response	Total Response	Average
Introduction: Problem Statement	0	0%	1	3.23%	9	29.03%	21	67.74%	0	0%	31	9.32
Organization: Topic Development	0	0%	3	9.68%	16	51.61%	12	38.71%	0	0%	31	8.68
Coverage of Content	0	0%	4	12.9%	15	48.39%	12	38.71%	0	0%	31	17.29
Conclusion and Synthesis	0	0%	3	9.68%	22	70.97%	6	19.35%	0	0%	31	8.29
Technical Writing, Spelling, Grammar	0	0%	3	9.68%	22	70.97%	6	19.35%	0	0%	31	8.29
APA Style (Current Edition)	0	0%	15	48.39%	12	38.71%	4	12.9%	0	0%	31	7.77
Length and References	1	3.23%	10	32.26%	12	38.71%	8	25.81%	0	0%	31	8.1
<b>Total/Percentage</b>	<b>1</b>	<b>0.46%</b>	<b>39</b>	<b>17.97%</b>	<b>108</b>	<b>49.77%</b>	<b>69</b>	<b>31.8%</b>	<b>0</b>	<b>0%</b>	<b>217</b>	

**STANDARD BODY** : COE - Student Learning Outcomes as Standards

**COE - Student Learning Outcomes as Standards**

Special Education Specialist

Outcome 3 knowledge and skills related to Research & Inquiry

**ASSESSMENT TEMPLATE** : SPED 8784 Ed.S. Research Project Rubric INACTIVE

**SECTION** : SPED 8784 Research Project Rubric

**QUESTION** : Rubric

Rubric	#	%	#	%	#	%	#	%	# No	% No	Total Response	Average
	Unacceptable	Unacceptable	Developing	Developing	Proficient	Proficient	Exemplary	Exemplary	Response	Response		
APA Style (Title page, organization, citations, references, language, grammar, spelling, etc.)	0	0%	0	0%	1	33.33%	2	66.67%	0	0%	3	3.67
Statement of Problem	0	0%	0	0%	2	66.67%	1	33.33%	0	0%	3	3.33
Review of Literature	0	0%	0	0%	2	66.67%	1	33.33%	0	0%	3	3.33
Methodology	0	0%	0	0%	2	66.67%	1	33.33%	0	0%	3	3.33
Results	0	0%	0	0%	2	66.67%	1	33.33%	0	0%	3	3.33
Summary and Conclusion	0	0%	0	0%	2	66.67%	1	33.33%	0	0%	3	3.33
Ethical/Legal Standards & IRB Review	0	0%	0	0%	1	33.33%	2	66.67%	0	0%	3	3.67
<b>Total/Percentage</b>	0	0%	0	0%	12	57.14%	9	42.86%	0	0%	21	

## Dispositions, Impact on Student Learning, and Diversity Instruments

No data collected.