



## Special Education BSE Program Assessment Plan

Program Name: Special Education BSE

SKIM Program: No

Disciplinary Accrediting Body: Arkansas Department of Education and a SPA Report will be submitted to the Council for Exceptional Children in Fall 2019 or 2020 for National Recognition.

Department Name: School of Education

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### Section 1. Program Mission Statement

#### Vision

*The Special Education Teacher Licensure Program envisions a world in which all individuals with disabilities are provided quality-of-life opportunities and experiences in natural environments, including the general education environment.*

#### Mission

The mission of the Special Education Program is to promote and strengthen the professional development of individuals involved in the education of children and youth with disabilities in a variety of settings, including schools, early childhood settings, and community settings through the development of professionals who will use state of the art methodologies and technologies. The program mission aligns with the Specialized Professional Association, Council for

Exceptional Children ([CEC](#)), College of Education and Health Professions, and [Arkansas Department of Education](#) standards and performance expectations.

- Graduates will demonstrate a commitment to the education of people with varying degrees of disabilities across the developmental span. Graduates will possess knowledge and skills in teaching and learning, assessment and identification and instructional planning, including attention to different racial and cultural backgrounds. It is the belief of the faculty that this commitment is achievable through the provision of supported educational opportunities in school, and community settings. Graduates will also demonstrate skills in the use of technology, working with families, collaboration, and evaluation.
- Graduates will continue to systematically advance their professional knowledge and skills in response to the changing needs of individuals with disabilities and the programs designed to serve them. Toward that end, the program seeks to foster skills and dispositions associated with reflection and continuous professional renewal.
- Graduates are expected to develop and maintain effective communication and technology skills including the use of these skills in communicating in accessible ways to individuals who require assistive technology.
- Graduates are expected to maintain sensitivity and awareness of cultural and ethnic differences among professionals, families, and individuals with disabilities.

The Special Education program is committed to diversity by the nature of the population targeted for service. Extending that commitment is accomplished in multiple fashions throughout the program.

1. Student recruitment activities include identification of diverse cultural and ethnic populations, including persons with disabilities.
2. Core courses reflect attention to serving diverse populations, giving specific attention to culturally diverse families and professionals.
3. Program faculty is committed to collaborating with colleagues regarding diversity issues as they relate to students with disabilities in the general education setting.
4. The program has a communication component that seeks to infuse communication with culturally and ethnically diverse populations.

## **Section 2. Student Learning Goals**

### **Alignment with Arkansas and Council for Exceptional Children Standards**

The initial licensure program's assessment system aligns with both [The Arkansas Teaching Standards](#) and the [Council for Exceptional Children's Initial Preparation Standards](#). These two sets of professional standards represent the program's specific learning objectives for our candidates upon completion of the program.

The CEC Initial Preparation Standards represent the specialized knowledge, skills, and dispositions that the profession demands all beginning special education teachers must master to assure the public that they can provide safe and effective practices in teaching students with disabilities.

### **Specialized Professional Association Candidate Outcomes**

Upon Completion of the Program, Candidates will meet the following CEC Initial Preparation Standards for beginning special educators:

- 1.0 Standard 1: Learner Development and Individual Learning Differences. 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.
  - 1.1 Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.
  - 1.2 Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.
- 2.0 Standard 2: Learning Environments. 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.
  - 2.1 Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.
  - 2.2 Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.
  - 2.3 Beginning special education professionals know how to intervene safely and appropriately with individuals with exceptionalities in crisis.
- 3.0 Standard 3: Curricular Content Knowledge. Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities.
  - 3.1 Beginning special education professionals understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach , and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities
  - 3.2 Beginning special education professionals understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities
  - 3.3 Beginning special education professionals modify general and specialized curricula to make them accessible to individuals with exceptionalities.

4.0 Standard 4: Assessment. Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.

4.2 Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.

4.3 Beginning special education professionals in collaboration with colleagues and families use multiple types of assessment information in making decisions about individuals with exceptionalities.

4.4 Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

5.0 Standard 5: Instructional Planning and Strategies. Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities.

5.1 Beginning special education professionals consider an individual's abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individual with exceptionalities.

5.2 Beginning special education professionals use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.

5.3 Beginning special education professionals are familiar with augmentative and alternative communication systems and a variety of assistive technologies to support the communication and learning of individuals with exceptionalities.

5.4 Beginning special education professionals use strategies to enhance language development and communication skills of individuals with exceptionalities

5.5 Beginning special education professionals develop and implement a variety of education and transition plans for individuals with exceptionalities across a wide range of settings and different learning experiences in collaboration with individuals, families, and teams.

5.6 Beginning special education professionals teach to mastery and promote generalization of learning.

5.7 Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

6.0 Standard 6: Professional Learning and Ethical Practice. Beginning special education professionals use foundational knowledge of the field and the their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

6.1 Beginning special education professionals use professional Ethical Principles and Professional Practice Standards to guide their practice.

6.2 Beginning special education professionals understand how foundational knowledge and current issues influence professional practice.

- 6.3 Beginning special education professionals understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.
  - 6.4 Beginning special education professionals understand the significance of lifelong learning and participate in professional activities and learning communities.
  - 6.5 Beginning special education professionals advance the profession by engaging in activities such as advocacy and mentoring
  - 6.6 Beginning special education professionals provide guidance and direction to paraeducators, tutors, and volunteers.
- 7.0 Standard 7: Collaboration. Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.
- 7.1 Beginning special education professionals use the theory and elements of effective collaboration.
  - 7.2 Beginning special education professionals serve as a collaborative resource to colleagues.
  - 7.3 Beginning special education professionals use collaboration to promote the well-being of individuals with exceptionalities across a wide range of settings and collaborators.

### **Arkansas Department of Education (ADE) Initial Licensure Candidate Outcomes**

Upon Completion of the Program, Candidates will meet the following ADE Initial Preparation Standards for all teachers:

The Arkansas Department of Education has adopted the 2011 Model Core Teaching Standards developed by Interstate Teacher Assessment and Support Consortium (InTASC). InTASC is a program of the Council of Chief State School Officers (CCSSO). The standards have been grouped into four general categories to help users organize their thinking about the standards (Model Core Teaching Standards: A Resource for State Dialog, InTASC, 2011):

#### The Learner and Learning

**Standard #1: Learner Development.** The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

**Standard #2: Learning Differences.** The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

**Standard #3: Learning Environments.** The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

#### Content

**Standard #4: Content Knowledge.** The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

**Standard #5: Application of Content.** The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

#### Instructional Practice

**Standard #6: Assessment.** The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

**Standard #7: Planning for Instruction.** The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

**Standard #8: Instructional Strategies.** The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

#### Professional Responsibility

**Standard #9: Professional Learning and Ethical Practice.** The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

**Standard #10: Leadership and Collaboration.** The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**Section 3. Curriculum Map (see Attachment 1, p. 14-15)**

## Section 4. Assessment Methods

### Key Assessments

Name of Assessment <sup>1</sup>		Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>	Alignment with Standards	
				CEC	ADE
1	<b>Content Knowledge: Licensure and Professional Examinations</b>	Standardized State Licensure Test	Intermediate and Exit gate	1.1,1.2,3.1, 3.2,6.1,6.2, 6.3	1,2,4,5
2	<b>Content Knowledge: Assessment of Content Knowledge in Special Education</b>	Course and Field/internship Performance Assessment	Intermediate and Exit gate	1.1,1.2,2.3, 3.1,3.2,3.3, 4.2,5.3,5.7, 6.1,6.2,6.3, 7.1	1,2,4,5, 8
3	<b>Lesson Plan</b>	Performance Assessment by Rubric	Field Experience/Internship Professional gate	1.1,1.2,2.1, 2.2,3.1,3.2, 3.3,4.1, 5.1 5.3,5.4,5.5 5.7,6.1,6.3, 6.6,7.1	1,2,4,5, 6,7,8
4	<b>Field Experience Assessment</b>	Performance assessment by Rubric	Field Experience/Capstone gate SPED 7141/7292	All (1-7)	All (1-10)
5	<b>Case Study</b>	Performance Assessment by Rubric	Field Experience/Capstone gate SPED 7305/7341/7352	1.1,1.2,2.1 2.2,3.1,3.2 3.3,4.1,4.2, 4.4,5.1,5.2, 5.6,5.7	1,2,3,4,5, 6,7,8,9
6	<b>IEP</b>	Course Performance Assessment	Field Experience / Capstone gate SPED 7341/SPED 7352	1.2,2.1,3.1, 3.2,3.3,4.2, 4.3,5.1,5.5, 6.5,7.3	1,2,3,4, 6,7,8,9, 10

	Name of Assessment <sup>1</sup>	Type or Form of Assessment <sup>2</sup>	When the Assessment Is Administered <sup>3</sup>	Alignment with Standards	
				CEC	ADE
7	<b>Reflective Summary</b>	Exit Portfolio Assessment	Exit/Professional gate SPED 7309	6.4	9
8	<b>Professional Development Plan</b>	Course performance Assessment	Professional gate SPED 7309	6.1,6.4	9
9	<b>Exit Portfolio</b>	Course performance Assessment	At Exit	All (1-7)	All (1-10)
10	<b>Exit Portfolio Presentation</b>	Presentation	At Exit	6.1,6.2,7.2	9,10

### **Section 5. Assessment Cycle Timeline**

Length of Assessment Cycle: This is a yearly cycle and an assessment report will be submitted showing aggregated data for each academic year, analyses, and interpretation of the aggregated completers' performance for each academic year. Program faculty will analyze data in each fall semester and will also review the assessment plan each fall. Program faculty will write the assessment plan in the spring semester and submit it to the SOE and CEHP assessment committees in March and revise and submit final report online at <http://ualr.edu/cehp/assessment/>.

Date for Next Review of Assessment Plan: Fall 2018

### **Section 6. Continuous Improvement Process**

The Special Education Program follows the SOE Assessment Timeline (offered below). In general, program faculty review the previous program data of completer performance compared to established benchmarks and develop a "Program Data Review" form that requires analyses and interpretations of the findings in the key assessments from iLab as compared to established benchmarks, as well as the data in the key assessments for CEC. This process helps guide continuous improvement in the program as well as in the assessments.

#### **SOE Assessment Timeline**

**September 1**    **Beginning of Academic Year**



## **Beginning of Fall Semester**

SOE Director of Assessment presents pertinent previous year's data at the first CAEP and SOE faculty meetings and presents major assessment goals for the year.

EPPAC will meet weekly throughout the year (Mondays 9-11 am)

SOE Assessment Committee will meet monthly throughout the semester and focus efforts on program assessments and other duties suggested by SOE Director of Assessment, SOE Director, Dean or others.

The Director of the SOE and the Director of Assessment will present the Data Report of the previous academic year to both the SOE Advisory Committee and the TPPC at their fall meeting.

In designated courses, new candidates will be introduced to program assessment process, will purchase Chalk & Wire packet at the bookstore, register and begin electronic portfolio in the first designated portfolio meeting, complete demographic survey data for Chalk & Wire on-line, and begin to submit assignments (which will continue throughout their program).

Throughout the semester, program faculty will meet and discuss data and evaluate various program assessments. Significant changes to assessments must be presented to the EPPAC and receive approval by the committee before they can be implemented.

In the fall semester, the efforts of the various committees and program faculty meeting focus on the analysis and interpretation of the previous academic year assessment data, including goal and comparison benchmarking.

### **Sep**

Around this time, the SOE Director of Assessment and SOE Director will begin work on the various State and Federal Annual reports and this work will continue throughout the semester.

### **Oct**

Toward the end of October, the SOE Director of Licensure and Field Placement will deliver the previous year's Praxis scores to the EPPAC and this report will be submitted into the electronic template and disseminated to program faculty.

### **Nov**

Demographic data of field experiences and internship experiences for the semester is compiled, analyzed, and disseminated by the SOE Director of Licensure and Field

Placement.

Sometime in late November/early December we will hold the Annual Stakeholder's Meeting, where pertinent data will be disseminated and program focus groups will be held. Data from the focus groups will be compiled and disseminated.

Candidates are completing various course and program assignments and assessments for fall courses and faculty are grading and assessing them.

Graduation audits are undertaken by SOE faculty and Undergraduate and Graduate Program Coordinators for those graduating candidates.

**Dec**

Graduating candidates complete the exit survey on-line or in a face-to-face situation.

Candidates complete course evaluations on-line.

### **End of Fall Semester**

SOE Director's Office receives notification of candidates who have not yet received grades and candidates who have not uploaded, or faculty who have not completed, assessments in Chalk & Wire.

**Jan Beginning of Spring Semester**

ETS submits weekly data on candidate Praxis scores to the SOE Director of Licensure and Field Placement, who will submit this data and other licensure data (such as background checks, etc.) into the SOE database. The SOE Director of Licensure and Field Placement also provides this gateway data for entrance into various courses and field experiences and internship. This process takes place throughout the semester.

PEDS Parts A & B of the AACTE/CAEP Annual Report is due around the 15th (we will typically have submitted it by December 15)

EPPAC will meet weekly throughout the year (Mondays 9-11 am)

SOE Assessment Committee will meet monthly throughout the semester and focus efforts on program assessments and other duties suggested by SOE Director of Assessment, SOE Director, Dean or others.

In designated courses, new candidates will be introduced to program assessment process, will purchase Chalk & Wire packet at the bookstore, register and begin electronic portfolio in the first designated portfolio meeting, complete demographic survey data for Chalk & Wire on-line, and begin to submit assignments (which will continue throughout

their program).

Throughout the semester, program faculty will meet and discuss data and evaluate various program assessments. Significant changes to assessments must be presented to the EPPAC and receive approval by the committee before they can be implemented.

In the spring semester, program and EPP assessment efforts focus on the collection of academic year data of that year's graduates, the preparation of annual assessment reports, and the implementation of scheduled validity and reliability studies.

## **Feb**

PEDS Part C of the CAEP Annual Report is due around the 15th (we will typically have submitted it by January 15). The EPPAC will complete the report and the SOE Director of Assessment will upload it

## **Mar**

In early March, we begin to compile the contact information for our graduate survey one-year out by going through the Licensure data base. An initial data base is formed and SOE Dean's office staff will contact these graduates and audit the list to obtain as many eligible candidates for the subsequent IOG phone survey

Employer surveys are finalized and readied.

Annual Program Assessment Reports are due to the SOE Assessment Committee for review. Reviews will be returned to programs for corrections, revisions, etc.

## **Apr**

Demographic data of field experiences and internship experiences for the semester is compiled, analyzed, and disseminated by the SOE Director of Licensure and Field Placement.

Candidates are completing various course and program assignments and assessments for fall courses and faculty are grading and assessing them.

Graduation audits are undertaken by SOE faculty and Undergraduate and Graduate Program Coordinators for those graduating candidates.

Graduating candidates complete the exit survey on-line or in a face-to-face situation.

Candidates complete course evaluations on-line.

EPPAC meets with Director of IOG about graduate phone survey and provides finalized contact list.

Employer surveys are delivered by the SOE Director of Assessment to principals and superintendents in the tri-county schools for completion. This office also handles analysis of the data throughout the summer months.

Annual Program Assessment Reports are due to the CEHP and University Assessment Committees and must be posted on-line on the SOE website.

## **May**

### **End of Spring Semester**

SOE Director's Office receives notification of candidates who have not yet received grades and faculty who have not completed assessments in Chalk & Wire. It is very important to contact these faculty to complete assessments before they leave for summer break.

## **June**

Candidates are completing various course and program assignments and assessments for fall courses and faculty are grading and assessing them.

Candidates complete course evaluations on-line.

I/OG phone survey of one-year out graduates of teacher, educational administration, and counselor education programs is conducted throughout June.

### **Second-Half of Summer Session**

At the beginning of the second semester of the summer session, the SOE Director's office is involved in identifying candidate assessments in Chalk & Wire that have not yet been submitted or assessed and attempts to get all candidates and faculty to complete as many assessments as possible for the final yearly data.

The SOE Director of Assessment, SOE Director of Licensure and Field Placement, and others are involved in analyzing the end of the academic year data and preparing data in various tables and charts for dissemination, a process which will extend through the summer months.

EPPAC meets weekly.

Program coordinators will be involved in auditing applicants for entry into various programs.

### **End of Summer Session**

Graduation audits continue for a few candidates.

Candidates are completing various course and program assignments and assessments for summer courses and faculty are grading and assessing them.

Graduation audits are undertaken by SOE faculty and Undergraduate and Graduate Program Coordinators for those graduating candidates.

Graduating candidates complete the exit survey on-line or in a face-to-face session.

Candidates complete course evaluations on-line.

SOE Dean's Office receives notification of candidates who have not yet received grades and faculty who have not completed assessments in Chalk & Wire.

The SOE Director of Assessment, SOE Director, and others complete the previous academic year's data analysis and report for dissemination at first faculty and advisory committee meetings.

Program coordinators will be involved in auditing applicants for entry into various programs (which will continue throughout the semester).

ETS submits weekly data on candidate Praxis scores to the SOE Director of Licensure and Field Placement, who will submit this data and other licensure data (such as background checks, etc.) into the SOE database. The Licensure Officer also provides this gateway data for entrance into various courses and field experiences and internship. This process takes place throughout the semester.

### **End of Academic Year**

The IOG completes the phone calls and data analysis of the graduate survey.

### **Section 7. Stakeholder Involvement/Communication Plan**

The Assessment Timeline provided above shows the process by which stakeholders are involved in analyzing and interpreting data as well as by offering suggestions for improvement (as member of advisory committees, at stakeholder meetings, and by publicly reviewing and commenting on the annual program reports online).

Special Education K-12	Course Alignment with ADE Content Competencies																READ	TCED					
	SPED Courses																						
1. Learner Development and Individual Learning Differences	3304	4101	4102	4301	4302	4303	4306	4311	4312	4326	4328	4330	4331	4332	4344	4353	4901	4902	3322	4322	4321	4383	
	1.1	X		X	X				X	X	X							X					
1.2				X	X	X	X	X	X												X		
2. Learning Environments	2.1	X	X	X			X										X						
	2.2		X	X	X	X	X										X						
	2.3		X	X			X										X						
3. Curricular Content Knowledge	3.1				X	X	X			X	X						X				X		X
	3.2				X	X	X			X	X						X				X		X
	3.3		X	X	X	X	X									X	X						X
	3.4																X	X					X
	3.5										X												
	3.6										X												
	3.7																						
	3.8																						
	3.9											X											

