

**Department of Elementary, Early and Special Education
 Exceptional Child Education Program
 2010-2011 Program Data Analysis Report**

Assessment	Measurement Criteria	Data Collection Date	Faculty Responsible	Results & Analysis	Course of Action
1.PRAXIS II (required)	<p>Goal to be at or above the state and national average</p> <p>0353 Passing score : 160</p> <p>0542 Passing score: 160</p> <p>0543 – <i>new required Praxis passing score</i> 158</p>	Fall 2010 Spring 2011	Aguinaga	<p>Areas of Strengths: 5 (Strength = 80% of students receiving a Passing Score)</p> <ul style="list-style-type: none"> • Assessment • Curriculum & Instruction • Structuring & Managing the Learning Environment • Legal & Societal Issues <p>Areas for Improvement: 2</p> <ul style="list-style-type: none"> • Understanding Exceptionalities • Delivery of Services to students with disabilities 	<ol style="list-style-type: none"> 1. Revise EX 318 Syllabus to reflect EX 311 as a prerequisite 2. Review DESE criteria for EX 311 and EX 311 courses 3. Revise course content for EX 311 4. Revise course content for EX 318 5. Examine/review/revise as needed - all Exceptional Child undergraduate syllabi
2.Individual Education Plan (required)	Rubric (Meets)	Fall 2001 Spring 2011	McCollum	<p>Areas of Strengths: 8 (Strength = 80% of students achieving a met criteria)</p> <ul style="list-style-type: none"> • Demographics/Collaboration/Compliance to Laws/Policy/Process • Annual Goals • Special Considerations: Federal and State Requirements • Services Summary • Transition Services 	<ol style="list-style-type: none"> 1. To enhance instructional practices to better fit the ITV format 2. To improve instructional strategies designed to improve writing skills which summarize a complete process

**Department of Elementary, Early and Special Education
 Exceptional Child Education Program
 2010-2011 Program Data Analysis Report**

				<ul style="list-style-type: none"> • Regular Education Participation/Placement • State and District Wide Assessment Considerations • Classroom Accommodations/Modifications <p>Areas for Improvement: 1</p> <ul style="list-style-type: none"> • Present Level of Performance 	
3.Adapted Lesson Plan (required)	Rubric (Meets)	Fall 2010 Spring 2011	Gunn	<p>Areas of Strengths: 8 (Strength = 80% of students achieving a met criteria)</p> <ul style="list-style-type: none"> • <i>identify resources/materials</i> • <i>write a lesson objective</i> • <i>identify appropriate standards</i> • <i>choose appropriate instructional strategies</i> • <i>identify and include learning strategies</i> • <i>incorporate technology</i> • <i>identify appropriate behavior management planning</i> • <i>skillful at use of language mechanics</i> <p>Areas for Improvement: 2</p> <ul style="list-style-type: none"> • <i>Use of appropriate lesson plan format</i> • <i>Identification of special needs adaptations</i> 	1. Lesson plan will be due earlier in the semester allowing for instructor feedback.
4.Assessment Plan – TWS (optional) EX Block	Rubric (Meets)	Fall 2010 Spring 2011	McCollum Chalk & Wire Document Mueller	<p>Areas of Strengths: 6 (Strength = 80% of students achieving a met criteria)</p> <ul style="list-style-type: none"> • Alignment with Learning Goals and Instruction • Clarity of Criteria and Standards for Performance • Multiple Modes and Approaches • Technical Soundness • Adaptations Based on the Individual Needs of 	1. Course assignment will be redesigned to better address the development of valid pre/post assessments and appropriate techniques for provided low functioning students the

**Department of Elementary, Early and Special Education
 Exceptional Child Education Program
 2010-2011 Program Data Analysis Report**

				<p>Students</p> <ul style="list-style-type: none"> • Opportunities for Students to Self-evaluate, set, monitor, and Adjust Learning Goals <p>Areas for Improvement: 3</p> <ul style="list-style-type: none"> • Technical Soundness • Opportunities for Students to Self-evaluate, set, monitor, and Adjust Learning Goals 	<p>opportunity to Self-evaluate, set, monitor, and Adjust Learning Goals</p>
5.Student Teaching Summative Evaluation (required)	Rubric (Meets)	Fall 2010 Spring 2011	Aguinaga Chalk & Wire Document Mueller	<p>Areas of Strengths: 25 <i>(scores at the 3 on a 3 point scale)</i></p> <ul style="list-style-type: none"> • Knowledge of student varied approaches to learning • Knowledge of students skills & prior learning • Arrangement of the classroom • Significance, challenging, & a variety of learning goals • Appropriateness for all students • Alignment with national, state &/or local goals: including GLEs if developed for content • Quality of questions • Discussion techniques • Directions & procedures • Formal & Informal assessment • Accurate representation of content • Knowledge of content related pedagogy • Use of a variety of instructional activities, assignments & resources • Lesson & unit structure 	<p>1. Critical to the assessment is to have supervision of teacher candidates by a supervising teacher with special education training. For Supervising Teachers not having a Special education background will provide training regarding the expectations for teacher candidates in the field of special education. It is also important that interrater reliability be addressed.</p>

**Department of Elementary, Early and Special Education
 Exceptional Child Education Program
 2010-2011 Program Data Analysis Report**

				<ul style="list-style-type: none"> • Instructional material & technology resources • Importance of content • Management of transitions • Expectations • Monitoring of student behavior • Oral & written language • Lesson adjustment • Accuracy • Relationships with colleagues • Uses in future teaching • Family, school & community involvement <p>Areas for Improvement: 1</p> <ul style="list-style-type: none"> • Persistence 	
6. Analysis of Student Learning & Reflection/Self Evaluation – TWS (required) EX Block	Rubric (Meets)	Fall 2010 Spring 2011	Gunn/Graham Chalk & Wire Document Mueller	<p>ASL Areas of Strengths: 4 (Strength = 80% of students achieving a met criteria)</p> <ul style="list-style-type: none"> • Clarity and Accuracy of Presentation • Alignment with Learning Goals • Interpretation of Data • Evidence of Impact on Student Learning <p>Areas for Improvement: 0</p> <ul style="list-style-type: none"> • none <p>Reflection & Self Evaluation Areas of Strengths: 8 (Strength = 80% of students achieving a met criteria)</p> <ul style="list-style-type: none"> • Reflection on Instruction and Student Learning • Barriers to Student Learning 	1. Action to maintain this high level of teacher candidate performance would include continue to incorporate current information regarding the assessment of students with exceptional learning needs, interpretations and application of resulting data and assessment instrumentation

**Department of Elementary, Early and Special Education
 Exceptional Child Education Program
 2010-2011 Program Data Analysis Report**

				<ul style="list-style-type: none"> • Alignment Among Goals, Instruction & Assessment • Implications for Future Teaching • Reflection on Learning Community • Accessing Specialized Services • Ethical Practice • Implications for Professional Development <p>Areas for Improvement: 2</p> <ul style="list-style-type: none"> • Reflection on Instruction and Student Learning • Ethical Practice 	
7.Language Development Case Study EX 302 (optional)	Rubric (Meets)	Data collection will being in the Fall 2011	McCollum	<p>Areas of Strengths:</p> <p>Areas for Improvement: (Strength = 80% of students achieving a met criteria)</p>	7.Language Development Case Study EX 302 (optional)
8.Functional Behavior Assessment/Behavior Intervention Plan EX 304 (required)	Rubric (Meets)	Fall 2010 Spring 2011	McCollum	<p>Areas of Strengths: 9 (Strength = 80% of students achieving a met criteria)</p> <p>FBA:</p> <ul style="list-style-type: none"> • Demonstrates an understanding of the FBA process by summarizing the process and its collaborative nature • Administers and interprets formal and informal assessments to develop an understand of the effect exceptional conditions and uses this knowledge to provide a foundation to respond to the variety abilities and behaviors of Individuals with Exceptional Learning Needs (ELN) 	<ol style="list-style-type: none"> 1. To enhance instructional practices to better fit the ITV format 2. To enhance instructional strategies designed improve goal writing skills

Department of Elementary, Early and Special Education
Exceptional Child Education Program
2010-2011 Program Data Analysis Report

				<ul style="list-style-type: none"> • Analyzes and interprets data to identify the function of the targeted behavior and develop a hypothesis that clearly reflects the behavior affect on individual student learning <p><i>BIP:</i></p> <ul style="list-style-type: none"> • Adheres to relevant laws, polices and ethical consideration to develop a thorough understanding of the individual student with ELN • Completes a thorough analysis of environmental characteristics to identify antecedents/predictors/ consequences and proposes how these can be manipulated to actively engage and integrate individuals with ELN into the regular environment in meaningful ways • Develop measurable and observable goals that demonstrates an undersign of the similarities and differences in human development to provide a foundation for individual instruction to provide meaningful and challenging learning experiences for students with ELN • Identifies and develops instructional strategies that utilize positive responsive actions for decreasing problem behavior and identifies strategies to increasing replacement behavior that promote learning • Provides a clear description of reinforcement systems and schedules to increase occurrence of replacement behavior. Provided information regarding a clear plan for fading of reinforcement, generalization of skills and self management strategies 	
--	--	--	--	--	--

Department of Elementary, Early and Special Education
Exceptional Child Education Program
2010-2011 Program Data Analysis Report

				<ul style="list-style-type: none">• Create learning environments for individuals with ELN that fosters cultural understanding, safety and emotional well-being by develop and including a thorough Crisis Plan <p>Areas for Improvement: 1 FBA/BIP</p> <ul style="list-style-type: none">• Uses observable and measurable terms describes target behavior and its effect on the individuals learning	
--	--	--	--	---	--