

**Learner Outcome Goals**

**M.S.Ed.**

Learner Outcome Goals	Criteria	Measures
<p>1. Program completers demonstrate the ability to document their professional development through portfolios.</p>	<p>100% program completers develop assessment portfolios with at least 80% of overall portfolio ratings at “Proficiency”</p>	<p>Summary of portfolio ratings</p>
<p>2. Program completers have the technology skills necessary for successful special educators.</p>	<p>100% complete <i>Technology Passport</i> system with passing ratings</p>	<p><i>Technology Passport</i> data</p>
<p>3. Program Completers meet professional knowledge and performance standards for advanced special educators at a proficiency level.</p> <p>1. Teachers are committed to students and their learning.</p> <ul style="list-style-type: none"> <li>• · Knowledge of Students Diversity</li> </ul> <p>2. Teachers know the subjects they teach and how to teach those subjects to students.</p> <ul style="list-style-type: none"> <li>• · Knowledge of Special Education</li> <li>• · Knowledge of Subject Matter</li> </ul> <p>· Multiple Paths to Knowledge</p> <p>3. Teachers are responsible for managing and monitoring student learning. Communication</p> <ul style="list-style-type: none"> <li>• · Meaningful Learning</li> <li>• · Learning Environment</li> <li>• · Social Development</li> <li>• · Assessment</li> </ul> <p>4. Teachers think systematically about their practice and learn from experience.</p> <ul style="list-style-type: none"> <li>· Reflective Practice</li> </ul> <p>5. Teachers are members of learning communities.</p> <ul style="list-style-type: none"> <li>• · Instructional Resources</li> <li>• · Family Partnerships</li> </ul> <p>· Contributing to the Profession and to Education</p>	<p>80% Portfolio Artifacts from Core Courses and Capstone Experience rated as “Proficiency”</p> <p><i>Entry 1: Assessment Informs Instruction/Functional Assessment Report</i></p> <p><i>Entry 2: Fostering Communications Development/ Instructional Project in Communications/Literacy</i></p> <p><i>Entry 3: Enhancing Social Development /Summative Behavioral Application</i></p> <p><b>Entry 4: Documented Accomplishments/ Contributions to Student Learning/ Collaborative Student Learning Project</b></p> <p><i>Entry 5: Documented Accomplishments/ Capstone Project: Commitment to the Profession Project</i></p> <p><i>Entry 6: Professional Vocabulary Assessment</i></p>	<p>Summary of ratings from Portfolio Artifacts in Core Courses and Capstone Experience</p>
<p>4. Program Completers demonstrate the dispositions necessary for advanced special educators.</p>	<p>100% program completers with acceptable ratings on</p>	<p>Summary of self-evaluation and instructor</p>

<ul style="list-style-type: none"> <li>• Collaboration: The ability to work together, especially in a joint intellectual effort</li> <li>• Honesty/Integrity: The ability to demonstrate truthfulness to oneself and to others; demonstrate moral excellence and trustworthiness</li> <li>• Respect: The ability to honor, value, and demonstrate consideration and regard for one's self and others</li> <li>• Emotional Maturity: The ability to adjust one's emotional state to a suitable level of intensity in order to remain engaged with one's surroundings</li> <li>• Reflection: The ability to review, analyze, and evaluate the success of past decisions in an effort to make better decisions in the future</li> <li>• Flexibility: The willingness to accept and adapt to change</li> </ul> <p>• Responsibility: To act independently, demonstrating accountability, reliability, and sound judgment</p>	<p><i>Indicators of Disposition for Special Education</i></p>	<p>evaluations</p>
<p>5. Program Completers bring about student learning in diverse settings with diverse learners.</p>	<p>100% of program completers have at least 4 portfolio artifacts that document <i>Evidence of Student Learning</i></p>	<p>Summary of <i>Evidence of Student Learning</i> from portfolio artifacts</p>
<p>6. Program Completers use collaborative practices to bring about student learning.</p>	<p>100% of program completers document the use of collaborative practices leading to <i>Evidence of Student Learning</i>.</p>	<p>Summary of <i>Evidence of Student Learning</i> sections from <i>Entry 4: Documented Accomplishments/ Contributions to Student Learning/ Collaborative Student Learning Project</i> document</p>

<p><b>7. Program Completers demonstrate the ability to improve their teaching practice through reflection.</b></p>	<p><b>100% document adjusting teaching practice as a result of reflection/data analysis and subsequent Evidence of Student Learning.</b></p>	<p><b>Summary of portfolio analyses. (Evidence of Student Learning and Impact on Practice as a Result of Reflection/Data Analysis sections of portfolio entries.)</b></p>
<p><b>8. Program Completers demonstrate the ability to positively impact the profession.</b></p>	<p><b>100% document contributions to the profession beyond the classroom.</b></p>	<p><b>Summary of portfolio analyses, particularly Entry 5: Documented Accomplishments/ Capstone Project: Commitment to the Profession Project</b></p> <p><i>Alumni Survey and Employer Survey data</i></p>
<p>9. Graduates maintain quality performance, bring about student learning, and contribute positively to the school/community learning environment.</p>	<p>90% reported as “quality” or “high quality”  90% reported to bring about student learning at “brings about high level of learning” or “brings about consistent level of learning”  90% reported to contribute positively to the school/community learning environment.</p>	<p><i>Employer Survey data</i></p>
<p>10. Graduates engage in continuous professional development.</p>	<p>90% report “frequent” or “regular” participation in professional development</p>	<p><i>Alumni Survey</i></p>

	opportunities	
11. Program completers serve as mentors to new and pre-service teachers.	70% report serving as mentors or cooperating teachers within 3 years of program completion.	<i>Alumni Survey</i>