Department of Special Education

B.S. Ed.

Learning Behavior Sequence, Low Vision Blindness Sequence, Deaf and Hard of Hearing Sequence

Learner Outcome Goals	Criteria	Measures
Program completers have the technology skills necessary for successful special educators.	100% of program completers finish Instructional Technology Passport System with passing ratings	ITPS data through Teacher Education Center Exit survey, Cooperating Teacher survey, alumni survey, employer survey
Program completers demonstrate the dispositions required of educators: • Collaboration • Honesty/Integrity • Respect • Emotional Maturity • Reflection • Flexibility • Responsibility	100% of program completers with acceptable ratings on Indicators of Disposition for Special Education	Disposition Concern rating system; data through Teacher Education Center Cooperating Teacher survey, alumni survey, employer survey
Program completers demonstrate commitment to the Teacher Education conceptual framework: Realizing the Democratic Ideal	100% of program completers rated as passing on reflective essay and Student Teaching Assessment	Initial essay in SED 202, Final essay in SED 351 or 375 or 245.13; Student Teaching Assessment rubric at the end of student teaching Exit survey
Program completers demonstrate competency in successful completion of field experiences within diverse settings	100% of program completers have documented field experiences in settings meeting the definition for a diverse experience	Data through Teacher Education Center
Program completers meet knowledge and performance standards set by our	Each course in the program is aligned with CEC standards and each course has a common	Essential Applications aligned with standards: • Instructional Plans

professional association (Council for Exceptional Children) • Foundations • Development and characteristics of learners • Individual learning differences • Instructional strategies • Learning environments and social interactions • Language • Instructional planning • Assessment • Professional and ethical practice • Collaboration	assessment across sections. All Essential Applications completed during student teaching rated as Proficient or Emerging.	• Unit of Instruction • Assessment/IEP/Data-based instruction • Behavior Support Plan • Evidence of Student Progress • Accommodation Plan • Evaluation of Instructional Practices Data on student performance for all Essential Applications compiled by Undergraduate Program Coordinator, Department of Special Education Exit survey, Cooperating Teacher survey, alumni survey, employer survey
Program completers demonstrate core knowledge of specialty area.	100% of program completers have passed with the minimum passing score required by ISBE.	State certification tests: Learning Behavior Specialist, Low Vision Blindness, or Deaf and Hard of Hearing. Data through Teacher Education Center

Feedback From Key Stakeholders	Analysis of Results/Feedback Mechanisms
1. Exit survey- Facilitated each semester to all graduates through COE. Electronic survey administered by Educational Benchmarking Incorporated. 2. Teacher Graduate Assessment- Survey of 1st year teachers and their supervisors; also 5th year teachers. Sponsored by the IL Association for the Deans of Public Colleges of Education. 3. ISU Alumni Survey- conducted by UAO with additional questions provided by the Department of Special Education	1. Annual Advisory Council Meeting with representative cooperating teachers, administrators, and alumni review assessment data, add feedback, and assist in planning any needed changes to curriculum. Process is facilitated by Department Chair and Undergraduate Program Coordinator with input at the meeting from additional faculty. 2. Results of all assessment data and feedback from key stakeholders, including input from faculty discussion, analyzed by full faculty at annual Faculty Retreat each

4. Cooperating Teacher Survey- conducted electronically by Department of Special Education every 2 years.	May. 3. Assessment data and feedback from stakeholders also accessible to all faculty on shared access site (SharePoint). 4. Course teams and work groups continue the work of curricular changes, instructional methods review, etc, based on outcomes from Faculty Retreat. Department Chair and Undergraduate Program Coordinator facilitate the process. Course teams meet regularly each year to give input and to incorporate changes necessary from assessment data and feedback from key stakeholders.