

**Department of Special Education**

**M.S.Ed.**

Learner Outcome Goals	Criteria	Measures
<p>Program completers demonstrate the ability to document their professional development through portfolios.</p>	<p>100% of program completers develop assessment portfolios with at least 80% of overall portfolio ratings at “Proficiency”</p>	<p>Summary of portfolio ratings</p>
<p>Program completers meet professional knowledge and performance standards at a proficiency level, as identified in the Council for Exceptional Children Advanced Standards for Special Education Teachers.</p> <p>Advanced special education teachers demonstrate knowledge and skills in:</p> <ul style="list-style-type: none"> <li>• Leadership and Policy</li> <li>• Program Development &amp; Organization</li> <li>• Research &amp; Inquiry</li> <li>• Individual and Program Evaluation</li> <li>• Professional Development &amp; Ethical Practice</li> <li>• Collaboration</li> </ul>	<p>80% of each Portfolio Artifacts from Core Courses rated at “Proficiency”, including:</p> <ol style="list-style-type: none"> <li>1. Functional Assessment Report</li> <li>2. Behavior Management Manual</li> <li>3. Instructional Action Research— Communications/Literacy</li> <li>4. Functional Analysis with 5. Embedded Social Skills Program</li> <li>6. Collaborative Professional Development Project</li> </ol>	<p>Summary of ratings from Portfolio Artifacts in Core Courses</p>
<p>Program completers demonstrate the dispositions required of educators:</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 oneself 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</li> </ul>	<p>100% of program completers with acceptable ratings on Indicators of Disposition for Special Education</p>	<p>Disposition Concern rating system; data through Teacher Education Center</p> <p>Graduate survey, Employer survey</p>

<p>an effort to make better decisions in the future</p> <ul style="list-style-type: none"> <li>• Flexibility: The willingness to accept and adapt to change</li> <li>• Responsibility: The ability to act independently, demonstrating accountability, reliability, and sound judgment</li> </ul>		
Program completers bring about student learning in diverse settings with diverse learners.	100% of program completers have at least 4 portfolio artifacts that document Evidence of Student Learning.	Summary of Evidence of Student Learning from portfolio artifacts
Program completers demonstrate the ability to positively impact the profession.	100% document contributions to the profession beyond the classroom.	Graduate Survey and Employer Survey data
Graduates maintain quality performance, bring about student learning, and contribute positively to the school/community learning environment.	<p>90% reported as “quality” or “high quality”</p> <p>90% reported to bring about student learning at “brings about high level of learning” or “brings about consistent level of learning”</p> <p>90% reported to contribute positively to the school/community learning environment</p>	Employer Survey data
Graduates engage in continuous professional development.	90% report “frequent” or “regular” participation in professional development opportunities.	Graduate Survey
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.	Graduate Survey

Feedback From Key Stakeholders	Analysis of Results/Feedback Mechanisms
<ol style="list-style-type: none"> <li>1. Employer Survey-conducted 1-3 years post-completion.</li> <li>2. Graduate Survey- conducted 1-3 years post-completion and again 3-5 years post-completion</li> </ol>	<ol style="list-style-type: none"> <li>1. Annual Graduate Faculty Retreat to review all assessment data, add feedback, and identify any needed changes to the curriculum. Process is facilitated by the Master's Program Coordinator.</li> <li>2. Assessment data and feedback from stakeholders also accessible to all faculty on shared access site (SharePoint).</li> <li>3. Master's program work groups continue the work of curricular changes, instructional methods review, etc, based on outcomes from Faculty Retreat. Master's Program Coordinator facilitate the process. Work groups report on progress at regularly scheduled Faculty or Graduate Faculty meetings.</li> </ol>