

2007-2008 APSU Teacher Unit

Annual Program Review (APR) Report

Curriculum and Instruction: Special Education

Name of Program: Special Education Graduate (Advanced)
Program

List of Annual Program Reviewers : Moniqueka Gold, Larry Lowrance, Merriel Neal

I. Assessment of Candidates

A. What do the summarized reports (portfolio review, milestone review, student teacher information, PRAXIS scores, program completion rates, exit surveys, employer survey, and graduate follow-up survey) data sets show about the performance of your candidates.

From Fall 2006 thru Summer 2008, there were 11 students who completed the graduate program. Nine completed the advanced Master's Degree in Curriculum and Instruction: Special Education and two who completed the MAT program in Special Education.

(1)Portfolio Review

Portfolio Standard	Fall 2006-Spring 2008		
	% Developing	% Meets	% Exceeds
Standard 1 Special educators understand the field.		100	
Standard 2 Development and characteristics of learners.		100	
Standard 3 Individual Learning Differences		100	
Standard 4 Instructional Strategies		100	
Standard 5 Learning Environments and Social Interactions		100	
Standard 6 Language		100	

Standard 7 Instructional Planning		100	
Standard 8 Assessment		100	
Standard 9 Professional and Ethical Practice		100	
Standard 10 Collaboration		100	

The data indicate that our students have an understanding of the field, have a knowledge base regarding the development and characteristics of learners, individual learning difference, instructional strategies, learning environments & social interactions, language, instructional planning, assessment, professional and ethical practice and collaborations. Portfolio development is an area of strength for our students. We will continue to utilize the current teaching strategies and criteria for portfolio development with our students. Based upon the data from 2006 to 2008, we project that our students will continue to meet the portfolio standard.

(2) Milestone Review

	Number Successfully Completing Milestone				
Program	Fall 2005	Spring 2006	Fall 2006	Spring 2007	Fall 2007
Advanced Programs for Teachers					
Special Education					
Milestone I	3	6	1	5	2
Milestone II	7	5	1	6	6
Milestone III	4	7	2	1	1

(3) Student Teacher Information

Not Applicable

(4) Praxis Scores

Not Applicable

(5) Program Completion Rates

***Graduate Program Completers
Fall 2006 – Summer 2008***

Program	Fall 2006	Spring 2007	Summer 2007	Fall 2007	Spring 2008	Summer 2008
CI-SpEd	2	2	3	0	1	3

Since Fall 2006, there have been 11 program completers.

(6) Exit Surveys

See graduate follow up study below.

(7) Employer Surveys

Not Applicable

(8) Graduate Follow Up Survey

SPED Graduate Review Fall 2005-Fall 2007			
Survey Item	Count	Mean	Standard Deviation
1. I learned of the principles and theories of good special education practice.	13	3.92	0.28
1.I learned of the unique learning styles and rates of learning in students with disabilities.	13	3.77	0.44
3. I learned that beliefs, traditions, and values across and within cultures affect relationships between students, families and school communities.	13	3.85	0.38
4. I learned a repertoire of evidence-based instructional strategies to use in individualized instruction of students with exceptional learning characteristics.	13	3.85	0.38

5. I learned to create learning environments that foster cultural understanding, safety and emotional well being, as well as positive interactions and active engagement of students with exceptional learning characteristics.	13	3.77	0.44
6. I learned how atypical and typical language development might effect and enhance communication with all students, regardless of language differences.	13	3.58	0.67
7. I learned to develop long-range instructional plans and to incorporate these into IEP's that govern all children's learning in a variety of learning environments.	13	3.69	0.63
8. I learned to appreciate, understand and use assessment data of normative and authentic type from a variety of professions and instruments that bring information to bear on how well a child can learn and is learning in the classroom.	13	3.77	0.44
9. I learned an appreciation of lifelong learning and understand that knowledge grows and situations and laws change, requiring lifelong learning on my part to keep up.	13	3.92	0.28
10. I learned that to teach special educators must constantly collaborate with parents, other professionals and persons from community agencies to facilitate the best of learning from my students.	13	3.92	0.28

Special education graduate students were requested to participate in a survey of graduates. 13 students returned these surveys and on a scale of 4.0, they responded with means scores from 3.92 to 3.58 with standard deviations from .28 to .67 on ten questions asked, with the high scores being (1) I learned the principles and theories of good special education practice, and (2) I Learned an appreciation of lifelong learning and understand that knowledge grows and situations and laws change, requiring lifelong learning on my part to keep up, and (3) I learned that to teach, special educators must constantly collaborate with parents, other professionals and persons from community agencies to facilitate the best of learning from my students. The lowest score was I learned how atypical and typical language development might effect and enhance communication with all students, regardless of language differences.

Based upon the data, there are two areas that we would like our students to increase their knowledgebase. The first area is reflected in the statement, "I learned how atypical and typical language development might enhance communication with all students, regardless of language differences." The second area is reflected in the statement, "I learned to develop long-range instructional plans and to incorporate these into IEPs that govern all children's learning in a variety of learning environments." The program is currently being revised. These areas will be addressed by incorporating requirements (e.g. lectures, projects, activities, and others)in the revised program/courses.

It is projected that the revised program will enhance our student's acquisition of the above referenced skills. It is further projected that this improvement will be reflected in the 2010 Graduate Follow Up Surveys.

B. What specific short-term actions will be taken during the 2008-2009 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.

(1) Short Term Action To Improve Candidate Performance

Revision of the program

Courses distinguished from those for initial licensure program

(2) Long Term Implications

The mean scores on the Graduate Follow Up Survey will increase from 3.58 (Atypical/Typical Language Development) and 3.69 (Instructional Plans/IEPs) to 3.75 respectively.

(3) Specific Task and Timelines for Planned Actions

Revised program: Fall08 & Spring 09

Administer Graduate Follow Up Survey: 2010

II. Assessment of Program Operations

A. What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?

(1) Enrollment

The data reflect the need for an increase in enrollment.

(2) Exit Survey

Refer to Graduate Follow-Up Survey Data section.

(3) Graduate Follow-Up Survey Data Sets

The Graduate Follow-Up Survey Data Sets indicate that our graduates are overall pleased with the quality and operation of the program.

B. What do the summarized reports (PRAXIS results, exit surveys, employer surveys, and graduate follow-up surveys) show about changes that may need to be made to your program or to specific courses?

(1) PRAXIS Results

Not Applicable

(2) Exit Surveys

No modifications are needed

(3) Employer Surveys

No modifications are needed.

(4) Graduate Follow-Up Survey Data Sets

Refer to item I.A.(8) and I.B. for details.

C. What specific short-term actions will be taken during the 2007-08 academic year in order to improve program operations and quality? What are the long-term action implications? Please specify tasks and timelines for planned actions.

(1) Short Term Actions To Be Taken to Improve Program Operations and Quality

Revise program and increase enrollment

(2) Long Term Implications

Prepare graduates for non-teaching positions in the areas of special education such as providing services for individuals with disabilities, conducting research, serving as administrators, pursuing further advanced studies, etc.

(3) Tasks and Timelines for Planned Actions

Revise Program	Fall 2008 Spring 2009
Increase enrollment	Fall 2009
Conduct Exit Survey & Graduate Survey	Graduation/Summer 2010

III. Assessment System

A. What data do you need to better evaluate your candidates and/or program?

The following stratified data is needed to better evaluate our candidates and/or program: various age groups, traditional, non-traditional students, race, career goals, suggested course offering sequences, days and times, and other related items.

B. Based on the data provided, how can the Teacher Education Unit Assessment System be changed to provide more meaningful and useful evidence regarding candidate performance and program operations?

The Special Education faculty is in the process of revising the advanced graduate program (Curriculum Instruction: Special Education). The Teacher Education Unit Assessment System can work collaboratively with the Special Education faculty to identify all of the evidence/data that is needed to comply with NCATE Assessment standards as it relates to the revised program.