

Master of Education in Special Education
Use of Results and Implementation Feedback
2012-2013

Outcome	Assessment Method	Criterion	Result	Result Type	2011-2012 Use of Results	Implementation Feedback	2012-2013 Use of Results	Notes
(1) Students with Disabilities - Students will utilize comprehension of eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need.	Alumni will self-assess knowledge of students with disabilities after one year in-service.	90% of alumni will rate knowledge of students with disabilities a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 0 out of 5 alumni surveyed responded to this question of the survey. No results available.	Inconclusive	Revise alumni survey to ensure clear wording and for the item to better represent the data we are seeking.	Alumni surveys were revised to clarify language and to reduce the number of questions. Additionally, the questions were revised to ensure data received could be used for program redesign.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	During the summer of 2013, the format of this program changed to completely online.
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain I of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 6 (100%) earned a score of 70% or higher on Domain I of the state TExES exam on first attempt.	Met	Although we realize that 100% will not be met each year, we are delighted this year's group met this high goal. If we have multiple years of less than 100% passing this portion of the TExES exam, we will change the resources available to students in this area.	Data was reviewed for 2012-2013 and the group met the 100% criterion on passing Domain I on the state TExES exam on the first attempt. We are pleased with this outcome, but it is necessary to change the criterion to make changes in the state's reporting.	Change the criterion to read: 100% of students examined will earn a scaled score of 70 or higher on Domain I. As we have moved to an online format, we will look at two years of data prior to changing the criterion further.	
	Rubric score on comprehensive examination essay	100% of students examined will receive a rating of "meets expectations" or higher from each of the evaluators on the comprehensive essay rubric. (Questions 2)			This assessment will no longer be used. Beginning 2013-2014, the students will create a portfolio system of special education assessments (full individual evaluations, parent questionnaires and testing protocols).			New Program
(2) Ethnic, Cultural, Linguistic - Students will apply understanding of ethnic, linguistic, cultural, and socioeconomic diversity in evaluation, planning, and instruction.	Alumni will self-assess Ethnic, Cultural, Linguistic and Socio-Economic Diversity knowledge after one year in-service.	90% of alumni will rate Ethnic, Cultural, Linguistic and Socio-Economic Diversity knowledge a 3 (meets expectations) or higher on a 5 point scale	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent rated Ethnic, Cultural, Linguistic and Socio-Economic Diversity knowledge a 3 (meets expectations) or higher on a 5 point scale.	Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni surveys were revised to clarify language regarding Ethnic, Cultural, Linguistic and Socio-Economic Diversity knowledge after one year in service.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain I of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 6 (100%) earned a score of 70% or higher on Domain I of the state TExES exam on first attempt.	Met	Although we realize that 100% will not be met each year, we are delighted this year's group met this high goal. If we have multiple years of less than 100% passing this portion of the TExES exam, we will alter the criterion.	Data was reviewed for 2012-2013 and the group met the 100% criterion on passing Domain I on the state TExES exam on the first attempt. We are pleased with this outcome, but it is necessary to change the criterion to make changes in the state's reporting.	Change the criterion to read: 100% of students examined will earn a scaled score of 70 or higher on Domain I. As we have moved to an online format, we will look at two years of data prior to changing the criterion further.	
	Rubric score on comprehensive examination essay	100% of students examined will receive a rating of "meets expectations" or higher from each of the evaluators on the comprehensive essay rubric. (Questions 2 & 4)			This assessment will no longer be used. Beginning 2013-2014, the students will create a portfolio system of special education assessments (full individual evaluations, parent questionnaires and testing protocols).			New Program
(3) Knowledge of Assessment & Program Planning - Students will use knowledge of student assessment and evaluation, program planning, and instructional decision-making.	Alumni will self-assess knowledge of assessment & program planning after one year in-service.	90% of alumni will rate knowledge of assessment & program planning a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent, did not rate knowledge of assessment & program planning a 3 (meets expectations) or higher on a 5 point scale.	Not Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding knowledge of assessment and program planning.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain II of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain II of the state TExES exam on first attempt.	Not Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will change resources provided to students.	Results were reviewed indicating 100% of examinees did not meet the criterion of 70% on the TExES exam for Domain II on the first attempt. Domains were reviewed in the practicum course.	Change the criterion to read: 100% of students examined will earn a scaled score of 70 or higher on Domain II. As we have moved to an online format, we will look at two years of data prior to changing the criterion further.	

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	Rubric score on comprehensive examination essay.	100% of students examined will receive a rating of "meets expectations" or higher from each evaluator on the comprehensive essay rubric. (Questions 1 & 2)			This assessment will no longer be used. Beginning 2013-2014, the students will create a portfolio system of special education assessments (full individual evaluations, parent questionnaires and testing protocols).			New Program
(4) Selects, Administers and Interprets Assessments - Students will select, administer, and interpret appropriate formal and informal assessments and evaluations.	Alumni will self-assess knowledge of selecting, administering and interpreting assessments after one year in-service.	90% of alumni will rate knowledge of selecting, administering and interpreting assessments a 3 (meets expectations) or higher on a 5 point scale	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent rated knowledge of selecting, administering and interpreting assessments a 3 (meets expectations) or higher on a 5 point scale.	Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding knowledge of selecting, administering and interpreting assessments.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain II of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain II of the state TExES exam on first attempt.	Not Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will change resources available to students.	Results were reviewed indicating 100% of examinees did not meet the criterion of 70% on the TExES exam for Domain II on the first attempt. Domains were reviewed in the practicum course	Change the criterion to read: 100% of students examined will earn a scaled score of 70 or higher on Domain II. As we have moved to an online format, we will look at two years of data prior to changing the criterion further.	
	In EDSP 5357 rubric scores on the final two evaluation reports.	100% of students evaluated will demonstrate competence in documentation and interpretation of formal and informal assessments by achieving a score of "meets expectations" or exceeds expectations on each element of the evaluation rubrics for the final two evaluations.	2012-2013: 7 students were assessed. Of the students assessed, 7 (100%) demonstrated competence in documentation and interpretation of formal and informal assessments by achieving a score of "meets expectations" or exceeds expectations on each element of the evaluation rubrics for the final two evaluations.	Met	We will continue to monitor and if 100% continue to meet the standard consider changing the criterion to 70% exceed expectations and 100% meets expectations.	Results from rubric scores were evaluated and information disaggregated.	Change the criterion to 70% exceed expectations and 100% meet expectations.	
(5) Behavioral and Social Interactions - Students will address students' behavioral and social interaction skills through appropriate assessment, evaluation, planning and instructional strategies.	Alumni will self-assess behavioral and social interaction knowledge after one year in-service.	90% of alumni will rate behavioral and social interaction knowledge a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent, did not rate knowledge of behavioral and social interactions a 3 (meets expectations) or higher on a 5 point scale.	Not Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding behavioral and social interaction knowledge.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain III of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 6 (100%) earned a score of 70% or higher on Domain III of the state TExES exam on first attempt.	Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will change that to 100% of program completers.	We are pleased with this outcome, but feel it is necessary to change the criterion.	Change the criterion to read: 100% of students examined will earn a scaled score of 70 or higher on Domain III. As we have moved to an online format, we will look at two years of data prior to changing the criterion further.	
	Rubric score on behavioral intervention plan in EDSP 5363.	100% of students assessed will develop a plan that "meets expectations" or higher.	2012-2013: 14 students were assessed. Of the students assessed, 13 (92.86%) developed a plan that "meets expectations" or higher.	Not Met	We will continue to monitor and if 100% continue to meet the standard consider changing the criterion to 70% exceed expectations and 100% meets expectations.	Students received additional resources and instruction in development of a behavioral intervention plan.	We will monitor the effectiveness of the new resources provided to students.	
(6) Curricula and Instructional Strategies - Students will select appropriate curricula and instructional strategies for individuals with disabilities.	Alumni will self-assess curricula and instructional strategies knowledge after one year in-service.	90% of alumni will rate curricula and instructional strategies knowledge a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent, did not rate knowledge of curricula and instructional strategies a 3 (meets expectations) or higher on a 5 point scale.	Not Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding curricula and instructional strategies.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain III of the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 6 (100%) earned a score of 70% or higher on Domain III of the state TExES exam on first attempt.	Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will adjust the criterion.	We are pleased with this outcome, it is necessary to change the criterion based on change in state reporting.	Change the criterion to 100% of program completers will earn a scaled score of 70% or higher on Domain III of the state TExES exam on the first attempt.	

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	Rubric score on lesson plans in EDSP 5368.	100% of students assessed will receive a score of "meets expectations" or higher on the final two lesson plans using a standard rubric.	2012-2013: This course was not offered during this academic year. No results are available.	Inconclusive	The course was not offered.			Program sequence change
(7) Purpose, Philosophy and Legal Foundations - Students will demonstrate knowledge of the purpose, philosophy and legal foundations of evaluation and special education.	Alumni will self-assess knowledge of purpose, philosophy and legal foundations after one year in-service.	90% of alumni will rate knowledge of purpose, philosophy and legal foundations a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent rated knowledge of purpose, philosophy and legal foundations a 3 (meets expectations) or higher on a 5 point scale.	Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding purpose, philosophy and legal foundations.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain IV on the state TExES Exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain IV of the state TExES exam on first attempt.	Not Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will change the criterion.	After reviewing student performance, we feel we need to change the criterion.	Revise criterion to a scaled score of 70 or higher on Domain IV on first attempt. We will also provide additional resources to students.	
	Rubric score on major essay on master's comprehensive examination.	100% of students evaluated will receive a rating of "meets expectations" or higher on the major essay on the Comprehensive Examination using a rubric by each of three evaluators. (Questions 1 & 3)			This assessment will no longer be used. Beginning 2013-2014, the students will create a portfolio system of special education assessments (full individual evaluations, parent questionnaires and testing protocols).			New Program
(8) Ethical and Professional Practices and Responsibilities - Students will understand and apply knowledge of ethical and professional practices, roles, and responsibilities.	Alumni will self-assess knowledge of ethical and professional practices and responsibilities after one year in-service.	90% of alumni will rate knowledge of ethical and professional practices and responsibilities 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent, did not rate knowledge of ethical and professional practices and responsibilities a 3 (meets expectations) or higher on a 5 point scale.	Not Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding knowledge of ethical and professional practices and responsibilities	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain IV on the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain IV of the state TExES exam on first attempt.	Not Met	Although we realize that 100% will not be met each year, we are delighted this year's group met this high goal. We will continue to offer resources for students to attempt to meet this lofty goal.	Additional resources/instruction were provided to students regarding Domain IV on the state TExES exam.	Alter criterion to read 100% of students will earn a scaled score of 70 or higher on Domain IV of the state TExES exam on first attempt. Monitor the effectiveness of the additional resources and instruction.	
	Rubric score on research paper in EDSP 5378.	100% of students evaluated will receive a "Meets Expectations" or higher.	2012-2013: This course was not offered during this academic year. No results are available.	Inconclusive	We will continue to monitor but also provide additional information to students related to ethical and legal practices along with increased scenarios and simulations.		Program sequence change	
(9) Collaborative Relationships with Families and Community - Students will develop collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel.	Alumni will self-assess knowledge of collaborative relationships with families and community after one year in-service.	90% of alumni will rate knowledge of collaborative relationships with families and community a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent rated knowledge of collaborative relationships with families and community a 3 (meets expectations) or higher on a 5 point scale.	Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	alumni survey was revised to clarify language regarding knowledge of collaborative relationships with families and community.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain IV on the state TExES Exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain IV of the state TExES exam on first attempt.	Not Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will change criterion and provide additional resources for students related to working with families and communities	After reviewing student performance, we feel we need change the criterion to meet changes in reporting. We will also provide additional resources.	Alter criterion to read 100% will earn a scaled score of 70 on Domain IV of the state TExES exam on first attempt. We will monitor the effectiveness of the additional resources provided.	

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	Score on rating scale for conferences in EDSP 5357.	100% of students rated will receive an overall rating of "meets expectations" or greater on a rating scale evaluating two recorded conferences.	2012-2013: 7 students were assessed. Of the students assessed, 7 (100%) received an overall rating of "meets expectations" or greater on a rating scale evaluating two recorded conferences.	Met	We will continue to monitor and if 100% continue to meet the standard consider changing the criterion to 70% exceed expectations and 100% meets expectations.	Results from rubric scores were evaluated and information disaggregated.	Change the criterion to 70% exceed expectations and 100% meet expectations.	
(10) Scheduling, Time - Students will know and demonstrate skills necessary for scheduling, time management, and organization.	Alumni will self-assess scheduling, time management and organization knowledge after one year in-service.	90% of alumni will rate scheduling, time management and organization knowledge a 3 (meets expectations) or higher on a 5 point scale.	2012-2013: 1 out of 5 alumni surveyed responded to this question. This respondent, did not rate knowledge of scheduling, time management and organization a 3 (meets expectations) or higher on a 5 point scale.	Not Met	We will revise the alumni survey to make sure the item is clear and captures the needed data.	Alumni survey was revised to clarify language regarding scheduling, time management and organizational knowledge.	During the summer of 2013, the format of this program changed to completely online. Collect data for two years to determine whether the revised items enable alumni to understand the items and are comfortable responding to the survey.	
	Score on state examination.	100% of students examined will earn a score of 240/70% or higher on Domain IV on the state TExES exam on first attempt.	2012-2013: 6 students were assessed. Of the students assessed, 5 (83%) earned a score of 70% or higher on Domain IV of the state TExES exam on first attempt.	Not Met	We will monitor the scores for one more year. If students do not meet our high expectation of passing at 100% on the first attempt, we will provide additional resources to students in this area.	After reviewing student performance, we will provide additional resources to students. We will also adjust the criterion to reflect the state reporting system.	Change the criterion to 100% of students will earn a scaled score of 70 on Domain IV of the state TExES exam on first attempt. We will continue to monitor the effectiveness of the resources provided.	
	Scores on logs in EDSP 5357.	90% of students assessed will complete all components of the assignment following a recommended timeline established by the instructor.	2012-2013: 7 students were assessed. Of the students assessed, 7 (100%) completed all components of the assignment following a recommended timeline established by the instructor.	Met	We will continue to monitor and if 100% continue we will raise the criterion.	Results from rubric scores were evaluated and information disaggregated.	Change the criterion to 95% of students assessed will complete all components of the assignment following a recommended timeline established by the instructor.	