**University of Alaska Anchorage logo
**

**Master of Education in Special Education**

**& Graduate Certificate in Special Education**

**Academic Assessment Plan**

**Adopted by**

**The Special Education faculty: May 2017**

# Submitted to the Academic Assessment Committee: May 1, 2017

Reviewed with curriculum changes by the Academic Assessment Committee as an information item: 5/3/19

Reviewed as an information item by the Faculty Senate: 5/3/19

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Reviewed as an information item by the Faculty Senate: 5/4/18

Reviewed by the Academic Assessment Committee: 5/5/17

Reviewed as an information item by the Faculty Senate: 5/5/17

Mission Statement

We prepare educators and support the lifelong learning of special education professionals to embrace diversity and to be intellectually and ethically strong, resilient, and passionate in their work with Alaska's learners, families, and communities.

Program Student Learning Outcomes

Students graduating with a Master of Education and Graduate Certificate in Special Education will be able to:

* Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction.
* Individualize instruction to meet the specific needs of students with disabilities in inclusive settings.
* Support and promote inclusiveness and equity for students.
* Apply the legal and ethical principles associated with special education.
* Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders.
* Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals.
* Critically analyze and apply principles of research.
* Demonstrate literacy regarding theoretical perspectives associated with human development and learning.

Measures

Assessment #1: Licensure assessment, or other content-based assessment

* Praxis II 5011 (Curriculum & Instruction), or 5014 (Content Knowledge)
* Licensure Exam
* Prior to graduation

Assessment #2: Assessment of content knowledge in special education

* Case Study Project
* Individualized Education Plan /Lesson Plan (generalization & maintenance) & Instructional Program
* EDSE A635 Universal Design for Learning: Differentiation of Instruction for All Learners

Assessment #3: Assessment of candidate ability to plan instruction

* Literacy Project
* Individualized Education Plan /Lesson Plan (Literacy)
* EDSE A623 Language & Literacy

Assessment #4: Assessment of student teaching

* Internship Evaluation
* Final Internship Evaluation
* EDSE A695 Advanced Internship

Assessment #5: Assessment of candidate effect on student learning

* Behavior Change Project
* Functional Behavior Assessment/Behavior Support Plan
* EDSE A624: Social and Emotional Development

Assessment #6: Additional assessment that addresses CEC standards

* Math Lesson Plan Project
* Individualized Education Plan/Lesson Plan (Math)
* EDSE A625: Teaching Math to Special Learners

Assessment #7: Additional assessment that addresses CEC standards

* Capstone Project
* EDSE A695 Advanced Internship

| Student Learning Outcomes | Assessment Measures |
| --- | --- |
| Utilize a variety of assessments to identify specific areas of student strengths and weaknesses and use the results to guide instruction. | Assessment #1: Licensure assessment, or other content-based assessment  Assessment #4: Assessment of student teaching  Assessment #5: Assessment of candidate effect on student learning |
| Individualize instruction to meet the specific needs of students with disabilities in inclusive settings. | Assessment #1: Licensure assessment, or other content-based assessment  Assessment #3: Assessment of candidate ability to plan instruction  Assessment #4: Assessment of student teaching  Assessment #6: Additional assessment that addresses CEC standards |
| Support and promote inclusiveness and equity for students. | Assessment #1: Licensure assessment, or other content-based assessment  Assessment #3: Assessment of candidate ability to plan instruction  Assessment #4: Assessment of student teaching  Assessment #5: Assessment of candidate effect on student learning  Assessment #6: Additional assessment that addresses CEC standards |
| Apply the legal and ethical principles associated with special education. | Assessment #4: Assessment of student teaching  Assessment #5: Assessment of candidate effect on student learning |
| Promote a positive social environment for all students, particularly those with significant emotional and/or behavioral disorders. | Assessment #5: Assessment of candidate effect on student learning |
| Develop and maintain an atmosphere of collaboration with teachers, parents, administrators, and paraprofessionals. | Assessment #2: Assessment of content knowledge in special education  Assessment #4: Assessment of student teaching  Assessment #7: Additional assessment that addresses CEC standards |
| Critically analyze and apply principles of research. | Assessment #4: Assessment of student teaching  Assessment #7: Additional assessment that addresses CEC standards |
| Demonstrate literacy regarding theoretical perspectives associated with human development and learning. | Assessment #1: Licensure assessment, or other content-based assessment  Assessment #3: Assessment of candidate ability to plan instruction  Assessment #4: Assessment of student teaching  Assessment #6: Additional assessment that addresses CEC standards |

Process

The program faculty will meet at least once a year to review the data collected using the assessment measures. This meeting should result in recommendations for program changes that are designed to enhance performance relative to the program’s outcomes. The results of the data collection, an interpretation of the results, and the recommended programmatic changes will be forwarded to the Office of Academic Affairs (in the required format) by June 15th each year. A plan for implementing the recommended changes, including of advertising the changes to all the program’s stakeholders, will also be completed at this meeting.

The proposed programmatic changes may be any action or change in policy that the faculty deems as being necessary to improve performance relative to program outcomes. Recommended changes should also consider workload (faculty, staff, and students), budgetary, facilities, and other relevant constraints. A few examples of changes made by programs at UAA include:

* changes in course content, scheduling, sequencing, prerequisites, delivery methods, etc.
* changes in faculty/staff assignments
* changes in advising methods and requirements
* addition and/or replacement of equipment
* changes to facilities