



# Special Education Programs Annual Program Assessment Plan

## Overview

The Council for Exceptional Children (CEC) nationally recognized the special education programs at the University of Alaska Southeast (UAS) School of Education (SOE) in 2015. The recognition extends to 2025. The special education programs consist of four pathways: Master of Education (M.Ed.), Graduate Certificate (G.C.), Master of Arts in Teaching (M.A.T.), and the Bachelor of Arts (BA). The M.Ed. and the G.C. (K-12) programs lead to the (PK) K-12 special education endorsement to those already holding an Alaska teaching certificate. The M.A.T. degree was initiated in 2012 to provide an alternative route to certification with the (PK) K-12 endorsement in special education to candidates who do not have a valid teaching certificate but who do have a baccalaureate degree. The BA. in special education, requested by Alaska's Department of Education and Early Learning (DEED) was initiated in 2012 and allows candidates to complete their baccalaureate degree, which includes coursework leading to certification with the (PK) K-12 endorsement in special education.

The special education programs are fully distance delivered and cater to non-traditional students. Courses are "stacked" which means that all programs are typically represented in the course roster for each course offering in a given semester. Council for the Accreditation of Educator Preparation (CAEP views the BA. and M.A.T. as initial certification programs. The M.Ed. and G.C. advanced programs house candidates who are certified general education teachers working in the field. The Council for Exceptional Children views all programs (M.Ed., G.C, BA., and M.A.T.) as initial certification programs unless the undergraduate degree is in special education, the program is considered advanced. This unique situation fosters opportunities for mentoring relationships among the candidates.

The special education program faculty support candidates who work in challenging situations in public schools. The programs are committed to inclusive practice, cultural safety, curricular equity, and social justice. All of the required core courses emphasize the development and implementation of culturally sustainable special education services in all Alaska communities and in particular the rural and remote Alaska Native villages. Faculty are student-centered in course delivery and in a similar manner, encourage candidates to develop culturally sustaining, strength-based, individualized and trauma-informed classroom practices. The importance of collaboration with families and the community, reflection on practice, and knowledge of the theoretical foundation of practice and instruction are central components to the special education programs at UAS.

## Assessment Plan

Performance Learning Objectives (CEC standards)	Measures
1. Candidates practice within ethical and legal guidelines; advocate for improved outcomes for individuals with exceptionalities and their families while considering their social, cultural, and linguistic diversity; and engage in ongoing self-reflection to design and implement professional learning activities.	STOT Practicum Observation Form IEP Project Case Study, Transition Project Portfolio PCA
2. Candidates use their understanding of human growth and development, the multiple influences on development, individual differences, diversity, including exceptionalities, and families and communities to plan and implement inclusive learning environments and experiences that provide individuals with exceptionalities high-quality learning experiences reflective of each individual's strengths and needs.	IEP Project Case Study, Transition Project Portfolio Language and Literacy Intervention Project Practicum observation Form STOT
3. Candidates apply their understanding of the academic subject matter content of the general curriculum and specialized curricula to inform their programmatic and instructional decisions for learners with exceptionalities.	Practicum Observation Form STOT IEP Project Case Study, Transition Project Portfolio Language and Literacy Intervention Project
4. Candidates assess students' learning, behavior, and the classroom environment in order to evaluate and support classroom and school-based problem-solving systems of intervention and instruction. Candidates evaluate students to determine their strengths and needs, contribute to students' eligibility determination, communicate students' progress, inform short and long-term instructional planning, and make ongoing adjustments to instruction using technology as appropriate.	Practicum Observation Form STOT IEP Project Case Study, Transition Project Portfolio Language and Literacy Intervention Project
5. Candidates use knowledge of individuals' development, learning needs, and assessment data to inform decisions about effective instruction. Candidates use explicit instructional strategies and employ strategies to promote active engagement and increased motivation to individualize instruction to support each individual. Candidates use whole group instruction, flexible grouping, small group instruction, and individual instruction. Candidates teach individuals to use meta-/cognitive strategies to support and self-regulate learning.	STOT Practicum Observation Form IEP Project Case Study, Transition Project Portfolio Language and Literacy Intervention Project
6. Candidates create and contribute to safe, respectful, and productive learning environments for individuals with exceptionalities through the use of effective routines and procedures and use a range of preventive and responsive practices to support social, emotional and educational well-being. They follow ethical and legal guidelines and work	STOT Practicum Observation Form IEP Project Case Study, Transition Project Portfolio

Performance Learning Objectives (CEC standards)	Measures
collaboratively with families and other professionals to conduct behavioral assessments for intervention and program development.	Language and Literacy Intervention Project PCA
7. Candidates apply team processes and communication strategies to collaborate in a culturally responsive manner with families, paraprofessionals, and other professionals within the school, other educational settings, and the community to plan programs and access services for individuals with exceptionalities and their families.	STOT PCA Practicum Observation Form IEP Project Case Study, Transition Project Portfolio Language and Literacy Intervention Project
<b>Timeline</b> <ul style="list-style-type: none"> <li>● Academic Year 2023/2024, Last Five-Year Program Review</li> <li>● Academic Year 2024/2025, due Spring 2025 – will assess entire set of PLOs</li> <li>● Academic Year 2025/2026 due Spring 2026- will assess entire set of PLOs</li> <li>● Academic Year 2026/2027 due Spring 2027 - will assess entire set of PLOs</li> <li>● Academic Year 2027/2028 due Spring 2028 - will assess entire set of PLOs</li> <li>● Academic Year 2028/2029, Next Five-Year Program Review scheduled. No annual program assessment report due</li> </ul>	