Program Assessment
2011-2012 Academic Year
University of Alaska Southeast School of Education

Graduate Certificate and M.Ed. Special Education
Council for Exceptional Children (CEC)

Dr. Jill Burkert
Introduction

In May of 2012, the Special Education program at the University of Alaska Southeast expanded to include two additional teacher preparation programs, a MAT (Masters of Arts in Teaching) for candidates who have a baccalaureate degree but not an initial teaching certificate, and a BA (Bachelor of Arts) for candidates who are undergraduates. These programs are in addition to the existing M.Ed./Graduate Certificate program in Special Education. Although the data for these two additional initial preparation programs is not included in this report, it is indicative of the continuing teacher shortages and needs of school districts throughout Alaska.

The Graduate Certificate and M.Ed. programs continue to maintain increasing enrollment. Candidates enrolled in these programs are certified teachers who live and work throughout the state of Alaska. In order to be admitted to the program, candidates must possess a valid teaching certificate. Upon successful completion of all program requirements, the Alaska Department of Education & Early Development will add a Special Education endorsement to the candidate’s initial Alaska Teaching Certificate. The Alaska Department of Education & Early Development does not require candidates who already possess an initial Alaska Teaching Certificate to take the PRAXIS II exams in special education.

Some of our candidates live in urban areas, but many live in one of the more than 200 geographically isolated, sparsely populated, and predominately Alaska Native communities that are scattered across Alaska’s vast terrain. The program initially focused on providing instruction to candidates in Alaska’s remote, rural, and predominately Alaska Native communities – because the critical shortage of certified special educators is especially severe in rural Alaska; however, due to increasing shortages of qualified special educators in Alaska’s urban areas, the program has expanded to become a truly all-inclusive, state-wide program that serves the needs of Alaska’s rural and urban communities.

All courses are delivered through a variety of E-learning formats including web-based class meetings and audio conferences. This distance-delivered instructional format allows candidates who live and work in Alaska’s sparsely populated and geographically isolated communities to remain in their home communities while completing their academic program. Always aware of the importance of personal contact and interaction, program faculty visit all candidates including those working in isolated villages. Our faculty has developed a system of support for candidates who work in unique and challenging environments.

The program is committed to diversity and social justice. Required courses emphasize the development and implementation of culturally responsive special education services in Alaska’s remote, rural, and predominately Alaska Native communities; social justice and diversity issues that impact the lives of people with ELN and their families – e.g., disability, culture, language, socioeconomic status.

The program is committed to student-centered learning. Faculty model the same individualized, learner-centered approach to education that we want our candidates to use with their P-12 students. Candidates are given ample scaffolding and multiple opportunities to meet target expectations on course projects/assessments; reasonable accommodations are made to support candidate learning; when appropriate, course projects (and coordinated field experiences) are individualized to meet candidate needs and interests. We attribute our candidate’s success in meeting CEC standards, in large part, to our learner-centered approach to teacher education.

The Special Education program provides opportunities for candidates to integrate knowledge with practice through a semester-long practicum in a school setting or affiliated facility, and through structured field experiences aligned with selected course content. Course content throughout the program is designed to help candidates develop practical skills and knowledge over a wide range of settings, disability types, ability levels, and age/developmental levels.

Note: All candidates must complete the Graduate Certificate portion of the program. Candidates who wish to continue for a master’s degree can take an additional nine credits including a masters thesis project. The data cited in this report reflects those candidates who have completed the M.Ed. in Special education. This number is substantially different from the numbers of candidates completing the Graduate Certificate portion of the program. Although the Graduate Certificate portion of the M.Ed. does not represent a terminal degree, all candidates must complete the same coursework on the path to the M.Ed. The numbers of candidates completing the Graduate Certificate is substantially higher that the numbers who go on to complete the M.Ed.
I. **Student Profile**

Theme: Student Success
- **Objective:** Access
- **Objective:** Success

Theme: Teaching and Learning
- **Objective:** Breadth of Programs and Services
- **Objective:** Academic Excellence

Candidates in the Special Education programs are admitted using the following criteria, or “Gate” system. Admission to the Graduate Certificate/M.Ed. Program requires a 3.0 GPA from prior undergraduate work, two letters of reference, a writing sample, and an existing teaching certificate. The special Education faculty provide a student centered learning environment focused on assisting all candidates in becoming successful special education Teachers.

**Admission criteria or other measures of selecting students.**

**Theme: Student Success**
- **Objective:** Success

**Theme: Teaching & Learning**
- **Objective:** Academic Excellence

Candidates pass through a series of three "gates" (i.e., critical evaluation points) as they progress through the Graduate Certificate in Special Education program:

- **Gate 1:** Admission to Program
- **Gate 2:** Advancement to Candidacy
- **Gate 3:** Program Completion

For candidates in the Graduate Certificate program program completion is completion of the eight required courses and a Portfolio. Candidates in the M.Ed. program complete a masters thesis project.

**GATE 1: ADMISSION TO PROGRAM**
Candidates must meet the following criteria to be admitted to the program:

1. A completed application;
2. Official academic transcript indicating baccalaureate degree and a GPA of 3.0;
3. Two recommendations addressing professional dispositions on specific forms provided by the UAS School of Education;
4. Statement of Professional Objectives – this is a 2-3 page typewritten and double-spaced formal essay that summarizes the candidate’s educational experiences and professional goals
5. Valid teaching certificate.

**NOTE:** All application materials are evaluated by the program coordinator.

**GATE 2: ADVANCEMENT TO CANDIDACY**
Candidates must meet the following criteria to be retained in the program:

1. A minimum of 3.0 GPA in the following nine courses (27 credits):
   - EDSE S605 Early Childhood Special Education (3 credits)
• EDSE S610 Assessing Students with Disabilities (3 credits)
• EDSE S612 Curriculum & Strategies: Low Incidence (3 credits)
• EDSE S622 Curriculum & Strategies: High Incidence (3 credits)
• EDSE S677 Teaching Reading to Struggling Learners (3 credits)
• EDSE S682 Inclusive Education for Students with Disabilities (3 credits)
• EDSE S685 Transition Considerations for Secondary Students with Disabilities (3 credits)
• EDSE S694 Special Education Practicum (3 credits) [NOTE: Pass/Fail grade assigned in EDSE S694].
• EDSE S695 Special Education Portfolio (3 credits)

2. Satisfactory completion of clinical practice (i.e., EDSE S694 Special Education Practicum).
3. Satisfactory completion of professional dispositions evaluation (evaluation forms completed by candidate, mentor teacher, and university supervisor).

GATE 3: PROGRAM COMPLETION
Candidates must meet the following criteria to exit the program and earn their Graduate Certificate:
1. 3.0 GPA in all required courses;
2. Approved portfolio (including ten reflective papers – one paper per CEC standard – and related artifacts) – submitted upon successful completion of all required coursework and clinical practice experiences.
3. Professional dispositions self-evaluation (i.e., a reflective autobiographical paper on professionalism and ethical practice that is included in the final version of the portfolio).

NOTE: Candidates who complete the Graduate Certificate in Special Education at the University of Alaska Southeast can earn the M.Ed. in Special Education by completing the following three additional graduate courses:
• ED 626 Classroom Research or Other approved elective (3 credits)
• EDSE 692 Special Education Seminar (3 credits)
• EDSE 698 Master's Thesis Project (3 credits)

Student credit hours (SCH) generated for each of the past five years.

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<tr>
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</thead>
<tbody>
<tr>
<td>SCH</td>
<td>951</td>
<td>1038</td>
<td>1206</td>
<td>1551</td>
<td>3975</td>
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Number of admitted students

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<tr>
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<tr>
<td>Students</td>
<td>30</td>
<td>57</td>
<td>66</td>
<td>79</td>
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Annual number of graduates

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<tbody>
<tr>
<td>Graduates</td>
<td>NA</td>
<td>17</td>
<td>16</td>
<td>15</td>
<td>21</td>
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Analysis and commentary on enrollment and graduation trends

The M.Ed. and Graduate Certificate programs in Special Education have continued to grow in order to meet the increasing demand for highly qualified teachers in special education. This is an area where the demands in school districts throughout the State of Alaska, far exceed the availability. The growth in the program is a reflection of the continuing demand in the field of special education.
In future analysis, the number of graduates may need to be disaggregated since we have candidates who complete the Graduate Certificate portion of the program as one group, and some candidates who continue in the program to complete the Masters degree. Data that reflects the different groups may be more useful in the future for program analysis. The number of graduates, reflects only those candidates who have completed the graduate certificate program.

With the addition of two new initial licensure programs, we expect the numbers to continue to grow.

2. **Faculty Profile**

Theme: Teaching and Learning
- **Objective:** Quality of Faculty and Staff

Profile of unit faculty with degrees, areas of specialization, rank and tenure status, years of experience

<table>
<thead>
<tr>
<th>Faculty Member</th>
<th>Highest Degree &amp; Institution</th>
<th>Tenure Track Y/N</th>
<th>Assignment/ Rank</th>
<th>Scholarship or Leadership</th>
</tr>
</thead>
<tbody>
<tr>
<td>Susan Andrews</td>
<td>Masters, National-Louis University</td>
<td>N</td>
<td>Assistant Professor</td>
<td>Coordinator for Early Childhood program at UAS; Reading Specialist for REL (Regional Educational Laboratory) housed in PREL (Pacific Resources for Education and Learning).</td>
</tr>
<tr>
<td>Thomas Duke</td>
<td>Doctorate, University of Hawaii-Manoa</td>
<td>Y</td>
<td>Associate Professor</td>
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</table>


Teaching experience: Fifteen years Classroom teaching in Science, 12 years in Special Education.

Teaching experience and certification in Florida, Maryland, Virginia and Oregon.

Program coordinator for both general education teacher programs with Eastern Oregon University. Program coordinator for Special Education teacher preparation programs at McDaniel College in Westminster, Maryland.

Counseling: Twelve years as a Guidance Counselor working primarily with students with exceptional learning needs.

**Teaching or other professional experience in P-12 schools (11)**

<table>
<thead>
<tr>
<th>Name</th>
<th>Education/Professional Experience</th>
</tr>
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<tbody>
<tr>
<td>Cynthia Thomas</td>
<td>Doctorate, University of Hawaii-Manoa</td>
</tr>
<tr>
<td>Lynn Marvel</td>
<td>Bachelor, Florida Atlantic University; M.Ed. Special Education, University of</td>
</tr>
<tr>
<td>Name</td>
<td>Degree/Program</td>
</tr>
<tr>
<td>-----------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Mary Graham</td>
<td>Doctorate, Mississippi State University</td>
</tr>
<tr>
<td>Sheila Wray</td>
<td>M. Ed. Early Childhood Education, University of Alaska Southeast, Juneau 2009</td>
</tr>
</tbody>
</table>
Brief Analysis of Faculty Data

Full time faculty and adjunct instructors who teach in the special education program have advanced degrees and extensive experience in their field of study. Full time faculty have doctorates in special education and engage in ongoing professional development activities including publications in peer reviewed journals, presentations and national conferences.

3. Institutional Data

Theme: Teaching and Learning
- Objective: Effectiveness & Efficiency

Headcount and Instructional Full-Time Equivalent (FTE) for Full and Adjunct Faculty

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<tr>
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<tbody>
<tr>
<td>Regular</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Temporary</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>7</td>
<td>8</td>
<td>8</td>
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Instructional Faculty Full-time Equivalent (FFTE) \((Actual \text{ FFTE} = \text{sum of credits taught}/12)\)

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<tbody>
<tr>
<td>Regular</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
<td>2.8</td>
<td>5.5</td>
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<tr>
<td>Temporary</td>
<td>0.07</td>
<td>0.2</td>
<td>0.9</td>
<td>1.7</td>
<td>3.25</td>
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<tr>
<td>Total</td>
<td>3.5</td>
<td>3.0</td>
<td>3.7</td>
<td>4.5</td>
<td>11.75</td>
</tr>
</tbody>
</table>

Note: In 2007-2010 we had two full time faculty and one teaching two courses. In 2010-2011 we had three full time faculty and one teaching two courses. In 2012 we again had two full time faculty and one teaching two courses.

Average Student Credit Hours (SCH) Per Full-Time Equivalent (FTE) Faculty

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<tr>
<td>Regular</td>
<td>202</td>
<td>155</td>
<td>154</td>
<td>130</td>
<td>163</td>
</tr>
<tr>
<td>Temporary</td>
<td>279</td>
<td>576</td>
<td>262</td>
<td>180</td>
<td>163</td>
</tr>
<tr>
<td>Total</td>
<td>217</td>
<td>166</td>
<td>169</td>
<td>142</td>
<td>163</td>
</tr>
</tbody>
</table>
Average Class Size by Full-Time and Adjunct Faculty

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<tbody>
<tr>
<td>Full-Time</td>
<td>17</td>
<td>13</td>
<td>13</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Adjunct</td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>17</td>
<td>13</td>
<td>14</td>
<td>11</td>
<td>14</td>
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Brief Analysis of Institutional Data

The special education program has been growing rapidly since 2007. Since the programs are delivered exclusively through distance delivery models, it is important to maintain small class sizes in order to facilitate the kind of student support that will ensure candidate success and continue to support the onsite practicum visits.

From 2007 through 2010 the Special Education program has been consistently taught by two full time faculty members with some support through instruction using adjunct faculty. In 2010 a new full time faculty member was added. Class sizes have been well above the average for the School of Education and faculty have been consistently required to teach overloads in order to facilitate candidate progress through the program in a timely manner. The FTE reporting method does not accurately reflect the reality of the class load/ faculty workload situation.

4. Quality of Graduates (criteria used by the program for SPA reporting)

Assessment #1: Licensure Assessment, or Other Content Based Assessment

Theme: Student Success
- Objective: Success
Theme: Teaching & Learning
- Objective: Academic Excellence

Grades in Nine Courses Required for Graduate Certificate in Special Education (Data retrieved from Gate ratings in SEAS)

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<tbody>
<tr>
<td></td>
<td>N  Mean</td>
<td>N  Mean</td>
<td>N  Mean</td>
<td>N  Mean</td>
<td>N  Mean</td>
</tr>
<tr>
<td>EDSE S605</td>
<td>1  4.0</td>
<td>35 3.95</td>
<td>48 3.75</td>
<td>21 3.85</td>
<td>68 3.51</td>
</tr>
<tr>
<td>EDSE S610</td>
<td>27 3.59</td>
<td>28 3.82</td>
<td>29 3.36</td>
<td>41 3.55</td>
<td>38 3.77</td>
</tr>
<tr>
<td>EDSE S612</td>
<td>28 4.0</td>
<td>22 3.90</td>
<td>29 3.52</td>
<td>22 4.0</td>
<td>66 3.91</td>
</tr>
<tr>
<td>EDSE S622</td>
<td>28 4.0</td>
<td>22 3.94</td>
<td>23 3.70</td>
<td>12 4.0</td>
<td>46 3.73</td>
</tr>
<tr>
<td>EDSE S677</td>
<td>33 3.87</td>
<td>30 3.88</td>
<td>52 3.68</td>
<td>21 3.66</td>
<td>43 3.94</td>
</tr>
<tr>
<td>EDSE S682</td>
<td>27 4.0</td>
<td>17 3.71</td>
<td>NA NA</td>
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<td>20 4.0</td>
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<tr>
<td>EDSE S685</td>
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<td>32 3.88</td>
<td>33 3.72</td>
<td>18 3.99</td>
<td>47 3.69</td>
</tr>
<tr>
<td>EDSE S694</td>
<td>29 P</td>
<td>31 P</td>
<td>25 P</td>
<td>24 P</td>
<td>35 P</td>
</tr>
<tr>
<td>EDSE S695</td>
<td>31 4.0</td>
<td>34 3.93</td>
<td>29 4.0</td>
<td>28 3.95</td>
<td>35 3.96</td>
</tr>
</tbody>
</table>

Note:
*Ns do not match numbers of graduates for each academic year. The data in this table reflects all students who completed each of these courses from AY 2008 – 2012.

Note: EDSE 682 is a course that is traditionally taught to the MAT Secondary students and the MAT Elementary students. Those students would not be included in the number of graduates for the Special Education programs. Additionally EDSE 605 with an N of 1 represents an independent/directed study. We will allow candidates opportunities for directed study in order to facilitate graduation or certification (typically in semesters when a particular course is not offered and is preventing a candidate from graduating).

ASSESSMENT 1: CONTENT KNOWLEDGE FOR SPECIAL EDUCATORS

1. Description of Assessment and its Use in the Program

The Graduate Certificate portion of the M.Ed. program in Special Education is completed when candidates satisfactorily complete the eight required courses described below. Candidates may then receive and Institutional Recommendation from the School of Education which is used to obtain an initial endorsement to their existing teaching certificate in special education K-12. The courses and content are aligned with CEC (Council for Exceptional Children) standards and approved by the Alaska Department of Education and Early Development.

There are eight courses required for the Graduate Certificate portion of the M.Ed. in Special Education program. Each course aligns with the ten CEC Standards, the eight Alaska Standards for Professional Teachers, the Mission and Vision of University of Alaska Southeast – School of Education (UAS-SOE), and the nine UAS-SOE goals for teacher candidates. Successful completion of courses provides one metric for having met CEC standards. Key assessments that are aligned with the CEC standards, have been designed to provide further evidence of content and pedagogical knowledge. Candidates must demonstrate competency on each of the five Key Assessments.

Notes: Grading Scale A = 4, B = 3, C = 2, D = 1, F = 0

Minimum expectation is defined as C or better. Students earning a C- do not meet expectations.

2. Description of How Assessment Specifically Aligns with the CEC Standards

EDSE S605 Early Childhood Special Education: Survey of the philosophical, legal, and programmatic foundations of early childhood special education; developmental characteristics of children; collaborative as well as individual strategies for supporting young children with disabilities in inclusive settings; development, implementation, and evaluation of Individual Family Services Program (IFSP) plans. Providing evidence for having partially met CEC standards 1, 2, 3, 4, and 10.

EDSE S610 Assessment of Students with Disabilities: best practices for assessing students with disabilities. Focus is on the purposes and assumptions of assessment, testing terminology, and legal policies and ethical principles of formal and informal assessment procedures for improving learning outcomes through appropriateness of instruction. Providing evidence for having partially met CEC standards 7, 8, and 9.

EDSE S612 Curriculum & Strategies: Low Incidence: development, implementation, and evaluation of Individual Education Program (IEP) plans for students with low incidence disabilities. The course emphasizes development, implementation, and evaluation of culturally responsive special education services and evidence based strategies for improving learning outcomes. Providing evidence for having partially met CEC standards 3, 4 and 7.

EDSE S677 Language and Literacy: Assessment and Intervention: the course emphasizes typical and atypical language development, as well as strategies and techniques to enhance language development and teach communication skills. Candidates will have opportunities to evaluate and use research based and culturally responsive language and literacy services for students with disabilities. Providing evidence for having partially met CEC standards 3 and 6.

EDSE S685 Transition Considerations for Secondary Students with Disabilities: focuses on collaboration for the development, implementation, and evaluation of the transition components of Individual Education Program (IEP) plans. Special attention is devoted to understanding how primary language, culture, and family background interact with the individual’s exceptional condition in order to facilitate the development, maintenance and generalization of knowledge and skills across environments, settings and lifespan. Providing evidence for having partially met CEC standards 2, 5, 7, 9, and 10.

EDSE S694 Special Education Practicum: field based experiences in diverse classroom settings designing and implementing individually relevant instruction under the guidance of experienced teachers and university faculty. Of primary importance is collaboration to help ensure positive learning outcomes and student success. Professional and ethical practices are given special attention. Providing evidence for having partially met CEC standards 1, 2, 3, 4, 5, 7, 8, 9, and 10.

EDSE S695 Professional and Ethical Practice: Candidates use CEC standards, UAS School of Education conceptual framework standards, Alaska Teacher Standards, and Assembly of Alaska Native Educator (AANE) Guidelines for Preparing Culturally Responsive Teachers to engage in systematic reflection on their work with individuals with exceptional learning needs. Emphasizes the intersection of theory, research, and practice in the field of special education. Providing evidence for having partially met CEC standards 1, 2, 3, 4, 5, 7, 8, 9 and 10.

2. Brief Analysis of Data Findings

All special education course assessments, both formative and summative are aligned with CEC standards. Average course grades range from 3.6 to 4.0, indicating that candidates met the CEC standards designated for those courses. In all but one course, EDSE 610, Assessment of Students with Disabilities, 100% of students met the minimum of C or better indicating that our students know, understand and have met the CEC standards. This is especially true of EDSE 695 Professional and Ethical Practice, where students work with and complete writing assignments on each of the CEC standards. The special education practicum is graded on a pass/fail basis. With the exception of Spring 2008, when one student received an incomplete, pass rates for the EDSE 694 Special Education Practicum are 100%. That student has since made up the incomplete and successfully passed his practicum. Success rates are high due to the fact that all candidates are certified teachers and because the support systems and expectations are in place prior to the beginning of the practicum.

3. Interpretation of How Data Provides Evidence For Meeting Standards

All of the courses in the Graduate Certificate portion of the M.Ed. in Special Education program at the University of Alaska Southeast are aligned with CEC standards. Further, each course objective – and the assessment measuring completion of that objective – is aligned with one or more of the specific CEC Common Core and/or Individualized General Curriculum competencies. Average candidate grades ranged from 3.6 to 4.0, with
relatively consistent ranges for the majority of courses. This provides partial evidence for having met CEC standards 1-10 for content. Faculty at the University of Alaska Southeast – School of Education respectfully submit that we have provided evidence that our special education teacher candidates have partially met CEC standards 1-10.

EDSE 682 is a course that is offered to candidates in the MAT in Secondary and Elementary Education. Candidates in the Special Education program do not take this course there. The fluctuation in numbers for courses (eg EDSE 605 versus EDSE 610) reflect the semesters that the course is offered. EDSE 610, 694, 695 are only offered in the Fall and Spring semesters, while EDSE 605, 612, 622, are offered in the Fall, Spring and Summer semesters. EDSE 685 is only offered in the summer.

**Notes:**  **Grading Scale:**  A = 4, B = 3, C = 2, D = 1, F = 0.

*Minimum expectation is defined as C or better. Students earning a C- do not meet expectations.*
Assessment #2: Assessment of Content Knowledge

*Theme:* Teaching & Learning
  - **Objective:** Academic Excellence

*Theme:* Community Engagement
  - **Objective:** Individual Engagement

**Portfolio (Ten Reflective Papers – One Paper per CEC Special Education Standard with Supporting Artifacts)**

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<thead>
<tr>
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<th>2008-2009</th>
<th>2009-2010</th>
<th>2010-2011</th>
<th>2011-2012*</th>
</tr>
</thead>
<tbody>
<tr>
<td>N</td>
<td>Not Met</td>
<td>Met</td>
<td>Target</td>
<td>Not Met</td>
</tr>
<tr>
<td>12</td>
<td>0 (0%)</td>
<td>5 (42%)</td>
<td>7 (58%)</td>
<td>15</td>
</tr>
<tr>
<td>12</td>
<td>10</td>
<td>0 (0%)</td>
<td>2 (20%)</td>
<td>8</td>
</tr>
</tbody>
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**Notes:**
*Data for AY 2012 not available in SEAS*

There were fifty eight portfolios submitted (Assessment 2 Portfolio) during AY 2008-2009, AY 2009-2010, and AY 2010-2011, AY 2011-2012.

All 58 submitted portfolios addressed elements of CEC Standards 1-10 at an acceptable or target level. A strong majority of these program completers produced portfolios that demonstrated target knowledge and skills for CEC Standard 1, 3, 4, 5, 7, 10. Just over half of the program completers in AY 2012 produced portfolios that demonstrated target knowledge and skills for CEC Standard 2 (Development and Characteristics of Learners), CEC Standard 6 (Language), and CEC Standard 8 (Assessment).

In AY 2012, there were 21 program completers. Again clarity with respect to which phase of the process, graduate certificate or M.Ed. is needed for clarity of data interpretation.
Interpretation of How Data Provide Evidence for Meeting CEC Standards

Assessment 2 (Portfolio) measures our candidates’ content knowledge in special education.

Candidates write ten reflective papers – one paper per CEC standard – that describes how they implement the ten CEC standards in their practicum experiences. Candidates are required to address specific Common Core and Individualized General Curriculum Knowledge and Skill competencies in their papers. Candidates include these ten papers in a portfolio along with supporting artifacts (e.g., IEP plans, transition plans, IFSP plans, integrated units with adaptations, case studies) that addresses all ten CEC standards and all nine UAS-SOE goals.

Each of the criteria measured by Assessment 2 addresses all ten CEC Standards (see Portfolio Rubric). All 58 of the program completers (100%) who submitted Assessment 2 (Portfolio) during the AY 2008-2012 reporting period successfully met each of these criteria. The special education faculty at the University of Alaska Southeast, therefore, respectfully submits that we have provided compelling evidence that our special education teacher candidates have successfully demonstrated their content knowledge in special education.

Assessment #3: Assessment of Candidate Ability to Plan Instruction

Theme: Community Engagement

- Objective: Individual Engagement
- Objective: Institutional Engagement

Individualized Educational Plan (IEP)/Integrated Unit Project (High Incidence)

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<tr>
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<th>2008-2009*</th>
<th>2009-2010*</th>
<th>2010-2011*</th>
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<tr>
<td>12</td>
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<td>8</td>
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Notes:
*Data not available in SEAS
Candidates are given a recent eligibility report, up-to-date formal and informal assessment data, completed student, parent, and teacher questionnaires, and documentation from a pre-IEP meeting, candidates will develop an IEP for a student with a high incidence disability (e.g., specific learning disability, ADHD). After the candidates write the IEP, they will develop a series of five lesson plans based on Alaska Native traditions that integrate the content areas of English/Language Arts, Math, Social Studies, Science, and the Creative Arts. The candidates will then adapt each lesson so that the student with a high incidence disability can actively participate in each learning activity. Candidates will explain how each learning activity and adaptation will help the

Fifty eight candidates submitted Assessment 3 (IEP/Integrated Unit Project, High Incidence) during AY 2008-2009, AY 2009-2010, and AY 2010-2011, AY 2011-12. All 58 produced IEP documents that addressed elements of CEC Standards 1, 3, and 7 at an acceptable or target level. More than half of the program completers produced IEP documents that demonstrated target knowledge and skills for CEC Standard 1, 3, 7.

All 58 who submitted Assessment 3 (IEP/Integrated Unit Project, High Incidence) during the AY 2008-2012 reporting period also produced Integrated Units that addressed elements of CEC Standards 3, 4, and 7 at an acceptable or target level. A strong majority of these program completers produced Integrated Units that demonstrated target knowledge and skills for CEC Standard 3, 4, 7.

**Interpretation of How Data Provide Evidence for Meeting CEC Standards**

Assessment 3 (IEP/Integrated Unit Project, High Incidence) measures our candidates’ ability to plan culturally responsive instruction for students with high incidence disabilities. Candidates who complete the Graduate Certificate in Special Education at the University of Alaska Southeast can receive an endorsement in special education from the Alaska Department of Education & Early Development. This endorsement allows the candidate to work with students with both high incidence and low incidence disabilities. Since candidates who complete the program are endorsed to work with students with a wide range of disability types and ability levels, it is essential that candidates possess the knowledge and skills necessary to effectively plan instruction for students with both high incidence and low incidence disabilities. Another key assessment – Assessment 6 (IEP/Integrated Unit Project, Low Incidence) – measures our candidates’ ability to plan culturally responsive instruction for students with low incidence disabilities, while this assessment – Assessment 3 (IEP/Integrated Unit Project, High Incidence) measures our candidates’ ability to plan instruction for students with high incidence disabilities.

Each of the criteria measured by Assessment 3 (IEP/Integrated Unit Project, High Incidence) is aligned with one or more of the CEC Common Core and Individualized General Curriculum Knowledge and Skill Competencies for CEC Standards 1, 3, 4, and 7 (see IEP/Integrated Unit – High Incidence Rubric). All 58 candidates who completed Assessment 3 during the AY 2008-2012 reporting period successfully met each of these criteria. The special education faculty at the University of Alaska Southeast, therefore, respectfully submits that we have provided compelling
evidence that our special education teacher candidates have successfully demonstrated their ability to plan culturally responsive instruction for students with high incidence disabilities.

Assessment #4: Assessment of Clinical Practice

Theme: Research & Creative Expression
- Objective: Learning Impact

Practicum (Clinical Practice) Assessment

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<tr>
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| *Data not available in SEAS

Candidates in the Graduate Certificate/M.Ed. program must complete a field based practicum of a minimum of 100 hours in a special education setting with 20 additional hours spent in what is called a contrast setting. Since many of the candidates in the program are already classroom teachers, they far exceed the required minimum hours. Candidates participate in weekly seminars with university faculty who are also field supervisors. In addition university supervisors make several visits to the candidates’ practicum setting. The numbers of candidates who received a “target” evaluation is a bit less than in other evaluations. There may be several reasons for that. First the issue of interater reliability between observers is sometimes a factor. The practicum assessment form relies on observation and narrative which is subjective data collection and may result in one university supervisor having different views than another with respect to the interpretation of the rubric and criteria for the practicum. The special education program is working to develop a new evaluation tool that will include both subjective and more objective information. Regardless of the issues related to observation and the inherent bias in this sort of evaluation, the candidates in the program all were at the “Met” or Target levels.
(Brief narrative analysis)

Assessment #5: Assessment of Candidate Effect on Student Learning
Theme: Teaching & Learning
- Objective: Academic Excellence

Case Study (Assessment & Intervention Project)

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Notes:
*Data not available in SEAS

The Case Study project is the key assessment used to evaluate the impact of instructional strategies and interventions on student learning. This is a project that requires extensive data collection through observation of students in natural classroom settings, the review of psychometric data, and interview data from student and parents. The candidate is then required to use data collected to develop an intervention that is related to the target issue. Candidates are also required to gather information relating to the intervention and progress that the student may make academically or behaviorally as a result of this intervention. This is a project that is quite complex and requires candidates to demonstrate multiple skills. CEC Standards 2, 3, 7, 8 are the key standards that are evaluated for this project. Many candidates have moderate difficulty with the collection of observational data and the interpretation of standardized test data. It is important to note that the special education program espouses a “mastery learning” approach which allows candidates to redo their work in order to correct mistakes or come to different conclusions. Students who do not perform at the target level on the first version are given a “Met” evaluation. This approach is a bit different than other evaluations that consider mastery of a skill “Target”. The data is used to differentiate between those candidates.
Assessment #6: Additional Assessment that Addresses SPA Standards

Theme: Teaching & Learning
- Objective: Academic Excellence

IEP/Integrated Unit Project (Low Incidence)

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Notes:
Candidates develop an Individualized Educational Plan for a student with Low Incidence disabilities. The IEP is developed based on assessment data and findings of an Eligibility Report. Candidates then develop an instructional unit for a general education class and using the data from the IEP portion of the project, develop instructional accommodations that will facilitate and support learning outcomes for a student with disabilities. Frp, AY 2008-2012, more than half of candidates in the special education program developed IEP’s and Instructional Units at the target level. All candidates completed this assessment at the met or target levels.

Assessment #7: Additional Assessment that Addresses SPA Standards

Theme: Teaching & Learning
- Objective: Academic Excellence

Transition Plan Project

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Notes:
The transition project was begun in 2008-09 and has been changed and developed to its present form in 2010. The data in AY 2008-09 is based on a format that is not in use at the present time. Candidates were asked to develop the transition
portion of an IEP for a secondary student with disabilities. Currently, from AY 2010-12, the transition project is based on a more comprehensive approach that requires candidates to present a more detailed approach. The differences between numbers of candidates who were scored at the “Met” and “Target” levels reflects the change in format.