

Special Education Teacher Endorsement Program, University of Alaska Southeast
2006-07 Annual Report on Assessment of Student Learning Outcomes

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Mission Statement

The Special Education Teacher Endorsement (SETEP) Program at UAS prepares teachers to develop, implement, and evaluate culturally responsive special education services for students with disabilities. The program focuses on the unique needs of: (a) children and youth with disabilities; (b) Alaska's diverse Native and non-Native communities; and (c) Alaska's remote and rural communities.

Program-Level Student Learning Outcomes and Assessment Methods

Learning Outcomes	Assessment Methods
1. Historical, legal, and philosophical foundations	<ul style="list-style-type: none"> • Integrated Lesson Plans (with Adaptations) • Individual Education Program (IEP) • Transition Plan for Secondary Students • Action Research Project • Practicum • Portfolio <p>Apply to all ten Learning Outcomes</p>
2. Development and characteristics of learners	
3. Individual learning differences	
4. Instructional strategies	
5. Learning environments and social interactions	
6. Communication	
7. Instructional planning	
8. Assessment	
9. Professionalism and ethical practice	
10. Collaboration	

Performance Assessments Summary

CEC Content Standard	N = Assessments Collected as Evidence	Does not meet expectations (not acceptable)	Meets expectations (acceptable)	Exceeds expectations (target)
1. Foundations	118	0 (0%)	88 (75 %)	30 (25 %)
2. Development & Characteristics of Learners	118	0 (0%)	90 (76 %)	28 (24 %)
3. Individual Learning Differences	118	0 (0%)	90 (76 %)	28 (24 %)
4. Instructional Strategies	118	0 (0%)	84 (71 %)	34 (29%)
5. Learning Environments & Social Interactions	118	0 (0%)	88 (75 %)	30 (25 %)
6. Communication	118	0 (0%)	93 (79 %)	25 (21 %)
7. Instructional Planning	118	0 (0%)	85 (70 %)	33 (30 %)
8. Assessment	118	0 (0%)	91 (77 %)	27 (23 %)
9. Professional & Ethical Practice	118	0 (0%)	91 (77 %)	27 (23 %)
10. Collaboration	118	0 (0%)	87 (74 %)	31 (26 %)

Key Findings (2006-07)

SETEP candidates most often exceeded expectations in the competency areas of: (a) instructional planning; and (b) instructional strategies. Thirty percent of the SETEP candidates exceeded expectations in the competency area of instructional strategies. Twenty-nine percent of the SETEP candidates exceeded expectations in the competency area of instructional strategies. The aggregated data indicated the SETEP did a good job preparing candidates to: (a) develop long-range individualized instructional plans anchored in both general and special curricula; and (b) use evidence-based instructional strategies to individualize instruction for individuals with disabilities. SETEP candidates most often met (but did not exceed) expectations in the competency area of communication. Seventy-nine percent of SETEP candidates met (but did not exceed) expectations in the competency area of communication. The aggregated data indicated the SETEP needs to better prepare candidates to: (a) demonstrate and apply their knowledge of the effects of cultural and linguistic differences on growth and development; (b) demonstrate and apply their knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding; (c) use augmentative and assistive communication strategies to enhance the communication skills of individuals with exceptional learning needs; and (d) use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

Program Changes Based on Assessment Results

The special education faculty at UAS agreed that we needed to develop a course to better prepare our candidates in the areas of communication. We responded to this need by developing EDSE 677 Teaching Reading to Struggling Learners. We believe the addition of this course will better prepare our candidates to: (a) demonstrate and apply their knowledge of the effects of cultural and linguistic differences on growth and development; (b) demonstrate and apply their knowledge of ways of behaving and communicating among cultures that can lead to misinterpretation and misunderstanding; (c) use augmentative and assistive communication strategies to enhance the communication skills of individuals with exceptional learning needs; and (d) use communication strategies and resources to facilitate understanding of subject matter for students whose primary language is not the dominant language.

UAS developed two new graduate-level programs in the 2006-2007 academic year: (a) the Graduate Certificate in Special Education; and (b) the Master of Education (M.Ed.) in Special Education. UAS began admitting candidates to the Graduate Certificate in Special Education and M.Ed. in Special Education programs in the 2007-2008 academic year. UAS will discontinue the post-baccalaureate SETEP in May 2008. All new candidates will be admitted to the Graduate Certificate in Special Education and M.Ed. in Special Education programs.

Assessment Plan Changes Based on Assessment Results

When we wrote the 2005-2006 Annual Assessment Report, the special education faculty at UAS faculty agreed that: (a) our current scoring sheets are too complex (i.e., the scoring sheets are not user-friendly); and (b) our current rubrics lack clarity. We modified our scoring sheets so that they contained less information and are easier to use. We also created six new rubrics (one rubric per required artifact and/or activity); we embedded the relevant CEC Common Core Competencies within the respective rubrics. The new scoring sheets and rubrics are organized around an alignment of: (a) CEC Special Education Standards; (b) UAS School of Education Candidate Outcomes; (c) Alaska Teacher Standards; and (d) AANE Guidelines for Preparing Culturally Responsive Teachers for Alaska's Schools. The special education faculty at UAS are now in the process of field-testing these new scoring sheets and rubrics.