Education Specialist Clear/Induction Program
Added Authorization in Special Education
Evidence of Candidate Learning
Summer 2014

For each year of the assessment cycle, data is collected through internal and external sources. These assessment measures are aligned with the Mission and Vision of the University as well as with the respective CTC standards. (Please see Candidate Learning Outcomes and Curriculum Maps for this alignment.)

Using Taskstream as the primary data storage system, the program analyzes assessment data biennially to gauge candidates' progress throughout their course of study and ensure CTC program standards are met. This evidence of candidate learning is reported in the CTC Biennial Report. (Please see the Biennial Report 2012-14 in Points of Distinction for actual data tables citing evidence of student learning.)

In the analysis, strengths and areas for improvement are identified to include: a) candidate competence; and b) program effectiveness. Based upon the findings, the programmatic changes and improvements are implemented to improve candidate performance, program quality and program operations.

GED 622 Advanced Assessment and Behavior Analysis

Criteria	Strengths	Areas for Improvement
Personal beliefs/philosophy about assessment and behavior supports	Candidates passed this criteria with a range of mean scores between 3.0 – 3.5/4	No improvement needed with continued emphasis given to candidates.
Identification of a viable set of rules/expectations along with reinforcements & consequences.	Candidates passed this criteria with a range of mean scores between 3.0 - 4.0/4	No improvement needed with continued emphasis given to candidates.
How rules/expectations are taught and used to establish a positive classroom environment	Candidates passed this criteria with a range of mean scores between 3.0 - 4.0/4	No improvement needed with continued emphasis given to candidates.
Established guidelines for individual behavioral needs, room arrangement, procedures & positive supports	Candidates passed this criteria with a range of mean scores between 3.0 – 3.47 /4	No improvement needed with continued emphasis given to candidates.

GED 650 Universal Access: Equity for All Students

Criteria	Strengths	Areas for Improvement
CA state standards/ Common Core	Candidates passed this criteria with a range of mean scores between 3.08 – 3.41/4	No improvement needed with continued emphasis given to candidates.
Gathering facts about the learners.	Candidates passed this criteria with a range of mean scores between 3.15 – 3.55/4	No improvement needed with continued emphasis given to candidates.
Considerations for differentiating: CONTENT	Candidates passed this criteria with a range of mean scores between 3.08 – 3.67/4	No improvement needed with continued emphasis given to candidates.
Considerations for differentiating: PRODUCT	Candidates passed this criteria with a range of mean scores between 3.08 – 3.55/4	No improvement needed with continued emphasis given to candidates.
Considerations for a differentiated instructional PROCESS	Candidates passed this criteria with a range of mean scores between 3.08 – 3.55/4	No improvement needed with continued emphasis given to candidates.
Identification of implementation stage	Candidates passed this criteria with a range of mean scores between 3.0 – 3.45/4	No improvement needed with continued emphasis given to candidates.
Reflection	Candidates showed a range of mean scores between 2.92 – 3.45/4 on this criteria	The Special Education program team needs to review this data to determine ways to support candidate learning.

GED 656 Shared Leadership, Legislation, and Due Process

Criteria	Strengths	Areas for Improvement
Description of Policy and Procedures	Candidates passed this criteria with a range of mean scores between 3.5 - 4.0/4	No improvement needed.
Analysis of school resources.	Candidates passed this criteria with a range of mean scores between 3.55 - 4.0/4	No improvement needed.
Personal reflection	Candidates passed this criteria with a range of mean scores between 3.64 - 4.0/4	No improvement needed.

GED 658 Reflective Coaching and Induction for Special Education

Criteria	Strengths	Areas for Improvement
Focus: determining what the candidate needs to know and be able to do	Candidates passed this criteria with a range of mean scores between 3.63 – 3.96/4	No improvement needed
Action plan: examining research and applying new learning in their assignment.	Candidates passed this criteria with a range of mean scores between 3.20 – 3.72/3	No improvement needed with continued emphasis given to candidates.
Implementation steps: applying new learning in their assignment	Candidates passed this criteria with a range of mean scores between 3.80 – 3.83/4	No improvement needed.
Reflection/application regarding instructional strategies and student attainment of goals/objectives	Candidates passed this criteria with a range of mean scores between 3.63 – 3.80/4	No improvement needed.

GED 651 Understanding Emotional/Behavioral Disorders, Interventions, and Supports

Criteria	Strengths	Areas for Improvement
Discussion of relevant demographic data on student	Candidates passed this criteria with a range of mean scores between 3.40 – 4.0/4	No improvement needed with continued emphasis given to candidates.
Description of the school and community.	Candidates passed this criteria with a range of mean scores between 2.80 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Educational history including schools attended, reason for initial referral, disability category, placement decisions, IEP goals, behavior support plan	Candidates passed this criteria with a range of mean scores between 3.20 – 4.0/4	No improvement needed with continued emphasis given tp candidates.
Statements about family system elements important to understand the student's behavior	Candidates passed this criteria with a range of mean scores between 2.80 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Description of classroom accommodations needed to support the student	Candidates passed this criteria with a range of mean scores between 2.40 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Observational information related to goals and objectives in IEP	Candidates passed this criteria with a range of mean scores between 2.80 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Description of outcomes from teacher/paraeducator interviews regarding the student	Candidates passed this criteria with a range of mean scores between 2.80 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Summary and synthesis statements indicating the comparison of student's characteristics with those described in textbooks or research	Candidates passed this criteria with a range of mean scores between 2.80 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.

GED 652 Methods for Teaching Students with Autism Spectrum Disorders

Criteria	Strengths	Areas for Improvement
Daily class schedule, task completion, & long-short term assignments and planning	Candidates passed this criteria with a range of mean scores between 3.77 – 4.0/4	No improvement needed.
Identification of DIS services and a sensory diet.	Candidates passed this criteria with a range of mean scores between 3.82 – 4.0/4	No improvement needed.
How the anticipation of change and a relaxation system are addressed	Candidates passed this criteria with a range of mean scores between 3.73 – 3.97/4	No improvement needed.
How a communication system of needs/questions is taught and utilized	Candidates passed this criteria with a range of mean scores between 3.64 – 3.68/4	No improvement needed.

GED 653 Methods for Teaching Students with Traumatic Brain Injury

Criteria	Strengths	Areas for Improvement
Review and analyze the neurological and academic assessment reports	Candidates passed this criteria with a range of mean scores between 3.46 – 3.93/4	No improvement needed with continued emphasis given to candidates.
Identify areas of strength and areas of need for the student; instructional needs and issues.	Candidates passed this criteria with a range of mean scores between 3.34 – 3.73/4	No improvement needed with continued emphasis given to candidates.
Generate classroom recommendations of services and supports for IEP	Candidates passed this criteria with a range of mean scores between 3.00– 3.33/4	No improvement needed with continued emphasis given to candidates.
Goals/objectives for a positive behavior support plan addressing behavior challenges and self-esteem issues	Candidates passed this criteria with a range of mean scores between 3.0 – 3.40/4	No improvement needed with continued emphasis given to candidates.

Assistive technology goals/objectives	Candidates passed this criteria with a range of mean scores between 3.38 – 3.50/4	No improvement needed with continued emphasis needed to candidates.
Academic goals/objectives; shared by a collaborative team	Candidates passed this criteria with a range of mean scores between 3.44 – 3.73/4	No improvement needed with continued emphasis given to candidates.

GED 661 Early Childhood Special Education Curriculum, Services, and Supports

Criteria	Strengths	Areas for Improvement
Description of the objectives and their relationships to the IEP goals	Candidates passed this criteria with a mean score of 4.0/4	No improvement needed.
Statements about the adaptations and accommodations needed for the child including EL	Candidates passed this criteria with a range of mean scores between 3.0 – 4.0/4	No improvement needed with continued emphasis given to candidates.
Description of the environment/setting and the materials needed	Candidates passed this criteria with a range of mean scores between 3.50 – 4.0/4	No improvement needed.
Specifications about the data collection system used	Candidates passed this criteria with a range of mean scores between 2.50 – 4.0/4	The Special Education program team needs to review this data to determine ways to support candidate learning.
Discussion about the way in which family members are included in the activity	Candidates passed this criteria with a range of mean scores between 3.0 – 4.0/4	No improvement needed with continued emphasis given to candidates.
Strategies for inclusion to accomplish curriculum adaptation, scheduling, class composition, grouping, and transitioning	Candidates passed this criteria with a range of mean scores between 3.0 – 3.88/ 4	No improvement needed with continued emphasis given to candidates.

Description of the roles and responsibilities of paraprofessionals in instruction	Candidates passed this criteria with a range of mean scores between 3.0 – 4.0/4	No improvement needed with continued emphasis given to candidates.