

**Master of Arts in Special Education (MA SPED)**  
**Education Specialist Clear Credential**  
**Evidence of Candidate Learning**  
**2011-12**

**Coursework Assessments**

The tables below show results of **signature assignment data** for 9 courses included in the MA SPED Education Specialist Clear credential. All candidates are expected to be at the “proficient” level of performance with a score of “3” or above in each rubric criteria noted below.

**GED 622 – Advanced Assessment and Behavior Analysis**

<b>Rubric Criteria</b>	<b>Authors evaluated</b>	<b>Average for Group (Raw)</b>	<b>Average for Group (%)</b>	<b>Standard Deviation for Group</b>
Personal Beliefs/ Philosophy About Assessment & Behavior Supports	50	3.86/4	96.50	0.35
Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences	50	3.68/4	92	0.47
How Rules/Expectations are Taught and Used to Establish a Positive Classroom Environment	50	3.80/4	95	0.40
Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports	50	3.82/4	96.50	0.39

In review of the Rubric Criteria scores for this course it is noted that Education Specialist Clear candidates performed well in “*Personal Beliefs/ Philosophy About Assessment & Behavior Supports*” (3.86 out of 4), “*Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports*” (3.82 out of 4) and “*How Rules/Expectations are Taught and Used to Establish a Positive Classroom Environment*” (3.80 out of 4) for this Signature Assignment. An area

somewhat lower was “*Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences*” ( 3.68 out of 4).

Plan for Improvement:

The SPED Program Director and program team along with the GED 622 instructors will review the informational sources currently provided to the students, as well as how the expected outcome of identification of the chain of rules/expectations/reinforcements/consequences is taught. It will be determined what additional current and appropriate information sources are available and how students learn to access them and assess their appropriateness as sources.

**GED 650 – Universal Access: Equity for All Students**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
California State Standards and District Approved Curricular Resources	37	3.89/4	97.30	0.66
Gathering Facts About the Learners	37	3.89/4	97.30	0.66
Considerations for Differentiating CONTENT (What will they learn?)	37	3.76/4	93.92	0.72
Considerations for Differentiating PRODUCT (How will they convey their learning?)	37	3.81/4	95.27	0.70
Considerations for Differentiating PROCESS (How will they engage in learning?)	37	3.78/4	94.59	0.71

Identification of Implementation Stage	37	3.81/4	95.27	0.70
Reflection	37	3.68/4	91.89	0.78

In review of the Rubric Criteria scores for this course it is noted that candidates performed very well in the areas of “California State Standards and District Approved Curricular Resources ” (3.89/4) and “Gathering Facts About the Learners” (3.89/ 4) . An area of Rubric Criteria for improvement is “Reflection” (3.68 out of 4).

Plan for Improvement:

Though the lowest criterion score is still above Proficient, it is relatively low in comparison to the other scores and worthy of review. The SPED Program Director and program team along with the GED 650 professors will review the rubric criteria for *self-reflection* and how those expectations are explicitly taught in this course.

### GED656 – Shared Leadership, Legislation, and Due Process

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Policies and Procedures Related to the Identification, Assessment, and Eligibility of Special Education Services for Students with Disabilities	49	3.73/4	93.37	0.48
Policies and Procedures Related to Inclusive Practices and Programming	49	3.84/4	95.92	0.41
Policies and Procedures Related to Promoting Parent Involvement	49	3.57/4	89.29	0.63

Policies and Procedures Related to Procedural Safeguards and Parental Due Process	49	3.66/4	91.58	0.65
Policies, Procedures, and Resources Related to Enhancing Effective Shared Leadership and Collaborative Teams	49	3.79/4	94.64	0.50
Resources Related to Effective Instruction	49	3.63/4	90.82	0.64
Resources Related to Effective Special Education Programming	49	3.62/4	90.56	0.66
Personal Reflection/ Analysis Related to the Strengths of the School District	49	3.57/4	89.29	0.58
Personal Reflection/Analysis Related to the Perceived Areas Needing Improvement	49	3.56/4	89.03	0.61

In review of the Rubric Criteria scores for this course it is noted that candidates performed relatively lower in the following Rubric Criteria areas:” *Policies and Procedures Related to Promoting Parent Involvement*” ( 3.57/4), “*Policies and Procedures Related to Procedural Safeguards and Parental Due Process*” ( 3.66/4), “*Resources Related to Effective Instruction* “ ( 3.63/4), “*Resources Related to Effective Special Education Programming* “ ( 3.62/4), “*Personal Reflection/ Analysis Related to the Strengths of the School District* “ ( 3.57/4), “*Personal Reflection/Analysis*

Related to the Perceived Areas Needing Improvement “ ( 3.56/4). An area of concern is the preponderance of relatively lower scores in 6 out of 9 criteria areas.

Plan for Improvement:

The SPED Program Director and program team along with the GED 656 course professors will review the signature assignment for this course and the alignment of rubric criteria with course content and CLOs for this course.

**GED 658– Reflective Coaching/ Induction for Special Education**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Focus: Determining What the Candidate Needs to Know and Be Able to Do	24	3.75/4	93.75	0.44
Action Plan: Examining Research and Applying New Learning in Their Assignment	24	3.50/4	87.50	0.51
Implementation Steps: Applying New Learning in Their Assignment	24	3.67/4	91.67	0.48
Reflection/ Application Regarding Instructional Strategies and Student Attainment of Goals/Objectives	24	3.63/4	90.63	0.49

In review of the Rubric Criteria scores for this course it is noted that candidate scores were clustered around the mid-3 level showing a steady Proficient performance solidly for this course. The criterion of “*Focus: Determining What the Candidate Needs to Know and Be Able to Do* “

( 3.75/4) was the area of relative strength. The area of “*Action Plan: Examining Research and Applying New Learning in Their Assignment* “ ( 3.50/4)was the lowest and the rubric criterion for improvement.

Plan for Improvement:

Because knowing how to apply of research to one’s practice is the essence of teaching, the Program Director and program team along with the GED 658 professor will review the rubric

criteria to determine how to make this component more intentional in the course content, and to support students in improving this important aspect of the rubric criterion.

**GED 651– Understanding Emotional/Behavioral Disorders**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Review & Analyze Demographic Data on the Student, Description of the School and Community	11	4.00/4	100	0
Describe Educational History and Family System Elements	11	3.91/4	97.73	0.30
Identify Classroom Accommodations	11	3.55/4	88.64	0.52
Describe Observational Information Related to Goals and Objectives	11	3.55 /4	88.64	0.52
Summary of Teacher/ Paraeducator Interviews	11	3.64/4	90.91	0.50
Comparison of Student's Characteristics with Text/Literature Characteristics for ED	11	3.64/4	90.91	0.50

In review of the Rubric Criteria scores for this course it is noted that candidates performed very well in the areas of “*Review & Analyze Demographic Data on the Student, Description of the School and Community*” (4.0/4 ) and “*Describe Educational History and Family System Elements*” (3.91/4) out of 4). The rubric criteria for improvement are “*Identify Classroom Accommodations*” (3.55/4) and “*Describe Observational Information Related to Goals and Objectives*” ( 3.55/4)

Plan for Improvement:

Because issues of school success are so critical for students with social/emotional disabilities and these two criteria relate to school success, the Program Director and program team along with the GED 651 professors will review the rubric criteria to determine how to make these component more intentional in the course content, and to support students in improving the process for this rubric criteria.

**GED 652– Methods for Teaching Students with Autism Spectrum Disorder**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Daily Class Schedule. Task Completion & Long-Short Term Assignments Planning	35	3.89/4	97.14	0.32
Identification of DIS Services and a Sensory Diet	35	3.54/4	88.57	0.78
How the Anticipation of Change and a Relaxation Diet are Addressed	35	3.66 /4	91.43	0.59
How a Communication System of Needs/Questions is Taught and Utilized	35	3.66 /4	91.43	0.59

In review of the Rubric Criteria scores for this course candidates performed very well in the area of “*Daily Class Schedule. Task Completion & Long-Short Term Assignments Planning*” (3.89 out of 4). The criteria of “*How the Anticipation of Change and a Relaxation Diet are Addressed*” (3.66/4) and “*How a Communication System of Needs/Questions is Taught and Utilized*” (3.66 / 4) showed identical scores.. The rubric criterion for improvement is “*Identification of DIS Services and a Sensory Diet*” (3.54/4).

**Plan for Improvement:**

Given the highly specialized content of this course as it relates to Autism Spectrum Disorder, the Program Director , program team along with the GED 652 professor will review the rubric criteria to determine how to make this component more intentional in the course content, and to support students in improving the reflective process for this rubric criterion.

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

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Description of the Objectives and Their Relationships to the IEP Goals	25	3.84/4	96	0.37
Statements About the Adaptations and Accommodations Needed for the Child Including EL	25	3.88/4	97	0.33
Description of the Environment/Setting and the Materials Needed	25	3.88/4	97	0.33
Specifications About the Data Collection System Used	25	3.60 /4	90	0.58
Discussion About the Way in Which Family Members are Included in the Activity	25	3.68/4	92	0.56
Strategies for Inclusion to Accomplish Curriculum Adaptation, Scheduling, Class Composition, Grouping, Transitioning	25	3.56 /4	89	0.58
Description of the Roles and Responsibilities of Paraprofessionals in Instruction	25	3.52/4	88	0.71

In review of the Rubric Criteria scores for this course candidates gave high performances in the areas of “*Description of the Objectives and Their Relationships to the IEP Goals*” (3.88 out of 4), “*Statements About the Adaptations and Accommodations Needed for the Child Including EL*” (3.88 out of 4) and “*Description of the Environment/Setting and the Materials Needed*” (3.88 out of 4). The rubric criteria for improvement is “*Description of the Roles and Responsibilities of Paraprofessionals in Instruction*” (3.52 / 4) and “*Strategies for Inclusion to Accomplish Curriculum Adaptation, Scheduling, Class Composition, Grouping, Transitioning*” ( 3.56/4).



Plan for Improvement:

Because of the highly specialized disability-specific content in this course, the Program Director and program team along with the GED 661 professors will review the rubric criteria to determine how to make these components more intentional in the course content, and to support students in improving the process for greater responsiveness to this rubric criteria.

### **GED 672 – Philosophy of Education**

<b>Rubric Criteria</b>	<b>Authors evaluated</b>	<b>Average for Group (Raw)</b>	<b>Average for Group (%)</b>	<b>Standard Deviation for Group</b>
Introductory Statement of Philosophy of Education	10	3.30/4	82.50	0.67
Perspective on Human Nature & View of Students	10	3.40/4	85.00	1.07
Perspective on Epistemology and How It Relates to Students	10	3.30/4	82.50	0.82
Role of Major Philosophers That Contribute to Personal Philosophy Formation	10	3.50 /4	87.50	0.71
How Personal Philosophy Transforms Professional Practice through Particular Professional Standards	10	3.20 /4	80.00	0.79

Application of Personal Philosophy to a Current Issue in Education	10	3.80 /4	95.00	0.42
Conventions of Grammar, Spelling, Citations, Organization	10	3.60/4	90.00	0.84

In review of the Rubric Criteria scores for this course the candidates performed very well in the area of “*Application of Personal Philosophy to a Current Issue in Education*” (3.80 out of 4). Relatively low areas were noted in “*How Personal Philosophy Transforms Professional Practice through Particular Professional Standards*” (3.20 out of 4) , “*Perspective on Epistemology and How It Relates to Students*” (3.30 out of 4), and “*Introductory Statement of Philosophy of Education*” ( 3.30 out of 4) . These rubric criteria are areas for improvement.

Plan for Improvement:

The Program Director and the program team along with the GED 672 professors will review the rubric criteria to determine how to make these components more intentional in the course content, and to support students in improving the reflective process for this rubric criterion.

### **GED 689P – Action Research Project/ Oral Presentation**

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Organization of the Content of the Presentation	2	3.50/4	87.50	0.71
Content & Topic of Research is Relevant, Current, and Applicable to 21 <sup>st</sup> Century Education	2	3.50/4	87.50	0.71

The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	2	3.50/4	87.50	0.71
Data Analysis & Findings Are Connected to Application & Recommendations	2	3.38/4	84.38	0,53
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	2	3.50/4	87.50	0.71

In review of the Rubric Criteria scores for this course it was noted that candidates performed somewhat better in the areas of “*Organization of the Content of the Presentation*” (3.50 /4), “*Content & Topic of Research is Relevant, Current, and Applicable to 21<sup>st</sup> Century Education*” ( 3.50/4), “*The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For*” ( 3.50/4), and “*Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose*” ( 3.50/4). The rubric criterion for improvement is “*Data Analysis & Findings Are Connected to Application & Recommendations*” (3.38 out of 4).

Plan for Improvement:

The Program Director and program team along with the GED 689P professor will review the rubric criteria to determine how to make this component more intentional in the course content, and to support students in improving the reflective process for this rubric criterion.

### **Disposition Assessments**

The tables below show results of **Disposition Assessment ( Professor Assessment) data** for the Education Specialist Clear credential. All candidates are expected to be at the “proficient” level of performance with a score of “3” or above in each rubric criteria noted below.

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Median for Group	Standard Deviation for Group
1. Dignity & Honor: The candidate honors and respects the worthiness of all individuals in word and deed based on PLNU's Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	25 GED658	4.00/4	100	4	0
2. Honesty & Integrity: The candidate demonstrates honesty, integrity, and coherence in attitudes, and actions, and is accountable to the norms and expectations of the learning community.	25 GED658	4.00/4	100	4	0
3. Caring, Patience, and Respect: The candidate demonstrates caring, patience, fairness and respect for the knowledge level, diversity, and abilities of others, ensuring that all students have the opportunity to achieve.	25 GED658	4.00/4	100	4	0
4. Spirit of Collaboration, Flexibility and Humility: The candidate actively participates in and contributes to the achievement of the learning community, explaining own thought process with humility and considers those of others with a positive, open-minded attitude.	25 GED658	4.00/4	100	4	0
5. Harmony in Learning Community: The candidate takes responsibility for resolving conflicts or issues with others, and teaches students those skills, in a way that sustains and enhances a healthy and safe learning community.	25 GED658	4.00/4	100	4	0
6. Self-Awareness/Calling: The candidate shows awareness of areas of strength, interests, learning style, and areas for continuing growth; generates and follows through on personalized growth plans. The candidate demonstrates that serving as a professional educator is a confirmed calling to equip, to transform and to empower every student to fulfill his or her full potential.	25 GED658	4.00/4	100	4	0
7. Perseverance with Challenge: The candidate perseveres, remains engaged, and persists as a life-long learner, especially when academic and professional assignments are perceived as challenging.	25 GED658	4.00/4	100	4	0
8. Diligence in Work Habits & Responsibility for Learning: The candidate attends to the roles and responsibilities of the learning community, and is well-prepared and on time. The candidate completes required assignments on time and is reflective and receptive to formative feedback.	25 GED658	4.00/4	100	4	0
<b>Average professor assessment for GED658:</b>		<b>4.00</b>			

The 8 rubric criteria are assessed by Professors throughout the course of the MA SPED Education Specialist Clear program. The data indicates that candidate dispositions score very high in the program since the dispositional average was 4.0 in GED 658.

**Plan for Improvement:**

All the disposition scores are very high, and that is to be expected. Most important is honest reflection and candidate transformation. Therefore, the Program Director and program team along with the course professor will review the rubric criteria to ensure the course content continues to support students and professors in improving the reflective process for this assessment practice.