

Master of Arts in Special Education (MA SPED)
Education Specialist Clear Credential
Evidence of Candidate Learning
From 2012-13

Coursework Assessments

The tables below show results of **signature assignment data** for 10 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.

Table 1: GED 622 – Advanced Assessment and Behavior Analysis

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Personal Beliefs/Philosophy About Assessment & Behavior Supports	34	3.68/4	91.91%	0.53
Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences	34	3.74/4	93.39%	0.45
How Rules/Expectations are Taught and Used to Establish a Positive Classroom Environment	34	3.59/4	89.71%	0.56
Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports	34	3.59/4	89.71%	0.56

Analysis of the Rubric Criteria scores for this course found that MA SPED candidates performed well in “Identification of a Viable Set of Rules/Expectations Along with Reinforcements & Consequences “ (3.74/4). For the previous WASC Report, this was the lowest scoring area on the rubric with a score of 3.68 as compared to the current score of 3.74. The next highest scores were found in “Established Guidelines for Individual Behavioral Needs, Room Arrangement, Procedures & Positive Supports” (3.59/

4) and “How Rules/Expectations are Taught and Used to Establish a Positive Classroom Environment “(3.59/4) for this Signature Assignment.

Plan for Improvement:

The SPED Program Director and program team along with the GED 622 instructors will review the course content and signature assignment rubric annually to determine any changes or modifications needed to the assignment or rubric base on these results.

Table 2: 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	13	3.73/4	93.27%	0.44
Gathering Facts About the Learners	13	3.85/4	96.15%	0.38
Considerations for Differentiating CONTENT (What will they learn?)	13	3.73/4	93.27%	0.44
Considerations for Differentiating PRODUCT (How will they convey their learning?)	13	3.85/4	96.15%	0.38
Considerations for Differentiating PROCESS (How will they engage in learning?)	13	3.85/4	96.15%	0.38
Identification of Implementation Stage	13	3.69/4	92.31%	0.48

Reflection	13	3.69/4	92.31%	0.48
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Review of the Rubric Criteria scores for this course noted that candidates performed very well in three areas : “Gathering Facts About the Learners” (3.85/ 4), “Considerations for Differentiating PRODUCT (How will they convey their learning?)” (3.85/4), “Considerations for Differentiating PROCESS (How will they engage in learning?)” (3.85/4) . An area of Rubric Criteria for improvement is “Reflection” (3.69 /4). This was also noted as an area for improvement in the previous WASC report was the low score of 3.68/4.

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, particularly since it has been noted as an area for improvement in the previous WASC Report also. 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.

Table 3: 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	61	3.63/4	90.78%	0.46
Analysis of School Resources	61	3.61/4	90.37%	0.51

Personal Reflection	61	3.71/4	92.83%	0.43
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As a result of the previous WASC Report, the Rubric for this course was significantly altered. The Rubric Criteria changed from 9 criteria to 3 essential elements. As a result, analysis of the Rubric Criteria scores for now showed candidates performed at the Proficient level overall in all three areas. Relatively lower scores were seen in the following Rubric Criteria areas:” Policies and Procedures Related to Promoting Parent Involvement” (3.63/4) and “ Analysis of School Resources” (3.61/4). The “Personal Reflection” criteria was a relative strength with a score of 3.71/4.

Plan for Improvement:

The SPED Program Director and program team along with the GED 656 course professors will continue to review the signature assignment for this course and the alignment of rubric criteria with course content and CLOs . Calibration events for the signature assignment will be conducted annually.

Table 4: 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	48	3.69/4	92.19%	0.47
Action Plan: Examining Research and Applying New Learning in Their Assignment	48	3.63/4	90.63%	0.49
Implementation Steps: Applying New Learning in Their Assignment	48	3.67/4	91.67%	0.48

Reflection/ Application Regarding Instructional Strategies and Student Attainment of Goals/Objectives	48	3.58/4	89.58%	0.50
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Analysis of the Rubric Criteria scores for this course found candidate scores showing a steady Proficient performance level for this course. Once again, the lowest score was found to be in “Reflection/ Application Regarding Instructional Strategies and Student Attainment of Goals/Objectives” (3.58/4).

Plan for Improvement:

Because knowing how to reflect on 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.

Table 5: 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	9	3.11/4	77.78%	0.33
Describe Educational History and Family System Elements	9	3.22/4	80.56%	0.44
Identify Classroom Accommodations	9	3.00/4	80.56%	0.50
Describe Observational Information Related to Goals and Objectives	9	3.00/4	77.78%	0.00
Summary of Teacher/ Paraeducator Interviews	9	3.00/4	75.00%	0.00

Comparison of Student's Characteristics with Text/Literature Characteristics for ED	9	2.89/4	72.22%	0.78
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Analysis of the Rubric Criteria scores for this course showed that most candidate scores were clustered around the low-3 level showing a minimum Proficiency in their performance . Candidates performed somewhat better overall in the area of “Describe Educational History and Family System Elements “ (3.22/4). Compared to scores from the previous WASC Report, the criteria scores in the current report are significantly lower: “Review & Analyze Demographic Data on the Student, Description of the School and Community “ (Previous – 4.0/4; Current 3.11/4); “Identify Classroom Accommodations” (Previous - 3.55/4, Current- 3.00/4) ; “ Describe Observational Information Related to Goals and Objectives (Previous – 3.55/4, Current – 3.00/4); “Summary of Teacher/ Paraeducator Interviews “ (Previous – 3.64/4, Current – 3.00/4). The largest variance was seen in “ Comparison of Student’s Characteristics with Text/Literature Characteristics for ED” with a current score of 2.89/4. This particular rubric criterion is a concern since candidates scores were below the Proficient level. The previous WASC Report showed scores (3.64/4) solidly within the Proficient level.

Plan for Improvement:

Issues of school success are so critical for students with social/emotional disabilities and the purpose of the Signature Assignment is to solidify skill development among candidates to ensure student success. The drop in candidate performance on this Signature Assignment will be thoroughly reviewed by the Program Director and program team along with the GED 651 professors. Calibration activities that include a review of the criteria components in the rubric will be conducted to determine how best to support students in improving the process for this rubric criteria.

Table 6: 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	59	3.84/4	95.97%	0.36
Identification of DIS Services and a Sensory Diet	59	3.79/4	94.70%	0.41

How the Anticipation of Change and a Relaxation Diet are Addressed	59	3.76/4	94.07%	0.42
How a Communication System of Needs/Questions is Taught and Utilized	59	3.60/4	90.04%	0.52

The review of the Rubric Criteria scores showed candidates performing well in the areas of “Daily Class Schedule. Task Completion & Long-Short Term Assignments Planning” (3.84 / 4), “How the Anticipation of Change and a Relaxation Diet are Addressed” (3.76/4) and “Identification of DIS Services and a Sensory Diet” (3.79/4). The somewhat lower score in “How a Communication System of needs/Questions is Taught and Utilized” (3.60/4) may be an area in need of improvement.

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 professors will review the rubric criteria to determine how to make this component more intentional in the course content, and to support candidates in the teaching and utilization of communication systems.

Table 7 : GED 653– Methods for Teaching Students with Traumatic Brain Injury

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Review and analyze the neurological and academic assessment reports	42	3.39/4	84.82%	0.71

Identify areas of strength and areas of need for the student; instructional needs and issues	42	3.25/4	81.25%	0.73
Generate classroom recommendation of services and supports for IEP	42	3.25/4	81.25%	0.74
Goals/objectives for Positive Behavior Support Plan addressing behavior challenges and self-esteem issues	42	3.42/4	85.42%	0.71
Assistive technology goals/objectives	42	3.50/4	87.50%	0.62
Academic goals/objectives; Goals/objectives shared by a collaborative support team	42	3.50/4	87.50%	0.62

This data is the first system-wide data collection for the Traumatic Brain Injury course. The Rubric Criteria scores clustered around the low to mid-3's across all criteria. "Review and Analyze the Neurological and Academic Assessment Reports" (3.39/4), "Academic Goals/objectives; Goals/objectives Shared by a Collaborative Support Team" (3.50/4), "Assistive Technology Goals/objectives" (3.50/4), and "Goals/objectives for Positive Behavior Support Plan Addressing Behavior Challenges and Self-Esteem Issues" (3.42/4) components all showed good Proficient understanding by candidates. The area of relative need for improvement was seen in "Generate Classroom Recommendation of Services and Supports for IEP" with a score of 3.25/4.

Plan for Improvement:

The Program Director and program team along with the GED 653 professors will review the rubric criteria to determine how to make the "Generate Classroom Recommendations" component more intentional in the course content, and to support students in improved responsiveness to this rubric criterion.

Table 8: 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	46	3.76/4	94.02%	0.43
Statements About the Adaptations and Accommodations Needed for the Child Including EL	46	3.76/4	94.02%	0.48
Description of the Environment/Setting and the Materials Needed	46	3.65/4	94.02%	0.48
Specifications About the Data Collection System Used	46	3.39/4	84.78%	0.77
Discussion About the Way in Which Family Members are Included in the Activity	46	3.63/4	90.76%	0.68
Strategies for Inclusion to Accomplish Curriculum Adaptation, Scheduling, Class Composition, Grouping, Transitioning Description of the Roles and Responsibilities of Paraprofessionals in Instruction	46	3.63/4	90.76%	0.64
Description of the roles and responsibilities of paraprofessionals in instruction.	46	3.72/4	92.93%	0.62

Analysis of the Rubric Criteria scores for this course showed candidates with relatively high performances in most of the criteria areas. Scores ranged from 3.76/4 in “Description of the Objectives and Their Relationships to the IEP Goals” and “Statements About the Adaptations and Accommodations Needed for the Child Including EL “ and 3.72/4 in “Description of the Roles and Responsibilities of Paraprofessionals in Instruction”. An area of concern was noted in the Rubric Criteria for “ Specifications About the Data Collection System Used” with a score of 3.39/4. The Previous WASC Report showed a score of 3.60/4 in comparison to the current 3.39.

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 the Data Collection component more intentional in the course content, and to support students in improved responsiveness to this rubric criterion.

Table 9 : GED 672 – Philosophy of Education

Rubric Criteria	Authors evaluated	Average for Group (Raw)	Average for Group (%)	Standard Deviation for Group
Introductory Statement of Philosophy of Education	7	3.84/4	96.07%	0.21
Perspective on Human Nature & View of Students	7	3.91/4	97.86%	0.16
Role of Major Philosophers That Contribute to Personal Philosophy Formation	7	3.46/4	86.43%	0.44

How Personal Philosophy Transforms Professional Practice through Particular Professional Standards	7	3.89/4	97.14%	0.16
Conventions of Grammar, Spelling, Citations, Organization	7	3.86/4	96.43%	0.38

The review of the Rubric Criteria scores for this assignment showed candidate performance clustered around the high -3's across most of the Rubric Criteria. Scores ranged from 3.91/4 in “Perspective on Human Nature & View of Students” to 3.89/4 on “How Personal Philosophy Transforms Professional Practice through Particular Professional Standards”. The relatively low area was found in “Role of Major Philosophers That Contribute to Personal Philosophy Formation” (3.46/4).

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 the linkages between major philosophers and one’s own personal philosophy more intentional in the course content, and to support students in improving to this particular rubric criterion.

Table 10: 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	32	3.81/4	95.23%	0.43

Content & Topic of Research is Relevant, Current, and Applicable to 21 st Century Education	32	3.82/4	95.55%	0.32
The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For	32	3.56/4	88.95%	0.57
Data Analysis & Findings Are Connected to Application & Recommendations	32	3.62/4	90.39%	0.57
Use of Professional Language, Grammar, Articulation, & Physical Behaviors are Appropriate to the Audience, Occasion, & Purpose	32	3.78/4	94.59%	0.43

The review of the Rubric Criteria scores for this course noted that candidates performed strongly in the areas of “Content & Topic of Research is Relevant, Current, and Applicable to 21st Century Education” (3.82 /4) and “Organization of the Content of the Presentation ” (3.81/4). Areas of somewhat lower scores were seen in “The Research Conducted Followed Sound Research Methods; Research Questions Match Data Gathered, Variables Accounted For” (3.56/4), and “Data Analysis & Findings Are Connected to Application & Recommendations (3.62/4).

Plan for Improvement:

The Program Director and program team along with the GED 689P professors will review the rubric criteria to continue the calibration work on the rubric. As review of the syllabus occurs, it may be appropriate to work with the GED 689P professors to ensure their complete understanding and support for the kinds of special education topic areas for research. It is possible that some of the topic areas selected by special education candidates may have been viewed by non-special education faculty as different enough from other topic areas pursued by general education candidates and that they seemed somehow less sound or research-oriented.

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.

Table 11: GED 658: Reflective Coaching/ Induction for Special Education

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 PLNUs Wesleyan heritage: We are individuals created in the image of God, committed to civility, respect, hospitality, grace, and service.	9	4.00/4	100%	4.00	0.00
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.	9	3.89/4	97.22%	4.00	0.33
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.	9	4.00/4	100%	4.00	0.00
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.	9	3.78/4	94.44%	4.00	0.44
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.	9	3.78/4	94.44%	4.00	0.44
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.	9	3.78/4	94.44%	4.00	0.44
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.	9	3.83/4	95.83%	4.00	0.35
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.	9	3.78/4	94.44%	4.00	0.44

The 8 rubric criteria are assessed by Professors throughout the course of the MA SPED Education Specialist Clear program. The data collected from GED 658 indicates that candidate dispositions score in the high-3's as rated by their professors. Four criterion areas (Spirit of Collaboration, Flexibility and Humility; Harmony in Learning Community; Self-Awareness/Calling; Diligence in Work Habits & Responsibility for Learning) showed somewhat lower scores of 3.78/4.

Plan for Improvement:

Dispositions are a formative process for candidates and even though all scores were in the highly Proficient range there is always room for improvement. The end purpose of the Dispositional work is honest reflection and candidate transformation. Therefore, the Program Director and program team along with the course professors will review the rubric criteria to ensure the Dispositional process continues to support students and professors in improvement.

Table 12: GED 689P : Action Research Project/ Oral Presentation

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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00

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.	1	4.00/4	100%	4.00	0.00
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.	1	4.00/4	100%	4.00	0.00

The 8 rubric criteria are assessed by Professors throughout the course of the MA SPED Education Specialist Clear program. The data collected from GED 689P is not sufficient to draw any conclusions at this time.

Plans for Improvement

The Program Director, program team and GED 689P professors need to review the data collection process for this course to determine how best to ensure a more robust source of data for the future.

Table 13: Evidence of Results from the Masters in Special Education and Clear Education Specialist Credential Program Exit Survey

Questions that were demographic in nature and not part of the learning outcomes were not included in this data report. Given below are key excerpts from the Exit Survey all candidates complete as they leave the program.

Item	# of Authors	Distribution %					Average
		1 Strongly Disagree	2 Disagree	3 Unsure	4 Agree	5 Strongly Agree	
1. During my time of enrollment, my experience with PLNU was positive.							
	8	0%	0%	0%	12.50%	87.50%	4.88

2. The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities.							
	8	0%	0%	0%	12.50%	87.50%	4.88
3. The program increased my ability to present content to students in challenging, clear, and compelling ways, using real-world contexts and integrating technology appropriately.							
	8	0%	0%	0%	.00%	50.00%	4.50
4. Demonstrate and apply proficiencies related to adjusting the instructional process to meet the academic needs of EL students who have disabilities.							
	8	0%	12.50%	0%	12.50%	75.00%	4.50
5. Use research regarding how students learn and how to make instruction accessible to them.							
	8	0%	0%	12.50%	12.50%	75.00%	4.63
6. Demonstrate and apply content proficiencies to issues impacted by disabilities.							
	8	0%	0%	12.50%	12.50%	75.00%	4.63
7. Reflect on my practice and make necessary adjustments to enhance student learning.							
	8	0%	0%	12.50%	25.00%	62.50%	4.50
8. Create caring and supportive classroom environments by identifying individual student supports and services, dispositions, and learning styles to maximize their learning							
	8	0%	0%	12.50%	12.50%	75.00%	4.63
9. Use research regarding how students learn and how to make instruction accessible to them.							
	8	0%	0%	0%	25.00%	75.00%	4.75

10. Work collaboratively to critique and reflect on each other's practice and effects on student learning.							
	8	0%	0%	0%	25.00%	75.00%	4.75
11. Take on leadership roles in the professional learning community and collaborate with colleagues to contribute to school improvement and renewal.							
	8	0%	0%	12.50%	25.00%	62.50%	4.50
12. Develop an expertise in certain aspects of disability through pedagogical knowledge, research, and field experience.							
	8	0%	12.50%	0%	25.00%	62.50%	4.38

Analysis of Results

The very small N (N=8) limits reliability and validity of conclusions drawn from the data. However, given the current data it shows 87.5% of the graduating students Strongly Agree they had a positive experience at PLNU and that “The teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students, including students with exceptionalities”. Another 12.50% selected “ Agree” to the same survey prompts making a full 100% who gave overall high scores to both prompts. Ranking next highest, with 75% at Strongly Agree and 12.50% at Agree, was “Use research regarding how students learn and how to make instruction accessible to them”.

Survey prompts with a greater spread of Agree/Disagree scores were noted in response to “Demonstrate and apply proficiencies related to adjusting the instructional process to meet the academic needs of EL students who have disabilities “ (12.40% Disagree, 12.50% Agree, 75% Strongly Agree) and “Develop an expertise in certain aspects of disability through pedagogical knowledge, research, and field experience” (12.50% Disagree, 25% Agree, 62.50% Strongly Agree).

These results will be utilized in our initial August 2013 department meetings to review any difference in course delivery that would cause a change in the data received from student feedback. The data will also be used to examine the overall MA SPED program from the standpoint of continued improved pedagogy around EL and IDEA Disability content .