

MA SPED Clear Credential: Analysis of Candidate and Program Data

Table 7
Analyses of Candidate and Program Assessment Data from Tables 2-5.

Course Content	Strengths	Areas for Improvement
GED 616 Curriculum Development, Innovation, & Evaluation (mild/mod only)	Data reflect a mean score of 25.2 out of 28 with a 90.33% pass rate.	Mild/Moderate candidates at all regional centers performed successfully with no significant patterns emerging.
GED 622 Advanced Special Education Assessment	Overall scores showed a mean of 3.61 out of 4 with a 90.30% pass rate. This signature assignment had the highest N of 79 for mild/moderate candidates. Moderate/severe candidates also performed strongly with a mean score of 3.65 and a pass rate slightly higher (91.32%) than their mild/moderate counterparts.	Since this is the largest N for any of the signature assignments, it shows a strong grasp of key assessment issues and their classroom application. The strong scores in both mild/moderate and moderate/severe underscore the relevancy of assessment to teaching. The program needs to continue to provide strong emphasis on assessment for students with disabilities.
GED634 Transition Services for Students with Disabilities	The data for mild/moderate shows a mean of 3.64 and a relatively higher mean of 3.75 for mod/severe.	The scores may suggest mod/severe candidates recognize the importance of transition skills somewhat more than mild/moderate candidates. The program should consider ways to help mild/mod candidates give greater emphasis to transitions services for their students.
GED628 Using Technology For Support Student Learning	Mild/moderate candidates showed a pass rate of 91% while mod/severe candidates passed at the 93.75% level.	Mild/moderate candidates may need more support in using technology with their students. The program needs to infuse more activities and assignments requiring application of technology to assist candidates.

<p>GED 639 Health Education</p>	<p>Mean scores for both mild/moderate (3.87) and mod/severe (3.89) candidates were fairly evenly matched and each showed a median score of 4 .</p>	<p>Candidates showed strong awareness and application of health education issues for students with disabilities. Continued program support for this area is recommended.</p>
<p>GED 642 Teaching Strategies for English Learners</p>	<p>Mean scores among mild/mod (3.82) were somewhat higher than mod/severe (3.69) with a pass rate of 95.6% for mild/mod and a pass rate of 92.36% for mod/severe.</p>	<p>Mild/mod candidates gave a relatively stronger performance than mod/severe candidates in this area. The program needs to provide more assignments and activities for all candidates in the area of EL with Special Needs since it is a complex area for remediation and support.</p>
<p>GED 638 System Organization for the Mod/Severe Classroom (mod/severe only)</p>	<p>The mean score (3.65) was strong with a pass rate of 91.32% among all candidates.</p>	<p>Mod/Severe candidates at all regional centers performed successfully with no significant patterns emerging.</p>

Table 8

Signature Assignments for Clear Education Specialist Candidates (2011 CTC Clear Standards)

Course Content	Strengths	Areas for Improvement
GED 658 Reflective Coaching/Induction for Special Education	An overall mean score of 3.75 was demonstrated with a pass rate of 94% on the signature assignment. Median score was 4.0.	Candidates in a short period of time have shown their strength in application and extension of teaching skills through the induction process. The program needs to continue to provide supervision and support for candidates as they move through induction.
GED 656 Shared Leadership, Legislation, and Due Process	A mean score of 3.71 with a pass rate of 93% was measured.	Candidates have demonstrated strength in understanding, organizing, and reflecting on school leadership as well as their role in schools. Continued monitoring of this signature assignment is recommended for any need of programmatic changes.
GED 650 Universal Access: Equity for All Students	The mean score for this signature assignment was 3.44 and the pass rate was 86%.	Among the 4 signature assignments, this one was the lowest. There were no significant differences among the regional centers to suggest any patterns. The program should review the signature assignment and its various components to determine if the directions are clear and if there is sufficient pedagogy embedded within the course to support the signature assignment. This work should be completed prior to the beginning of the 2011-2012 academic school year.
GED 622 Advanced Assessment and Behavior Analysis	The mean score was shown to be 3.83 with a 96% pass rate. The median score was 4.0.	Candidates in a short period of time have shown their strength in application and extension of skills in assessment, particularly analysis of behavior. The program needs to continue to provide strong support for candidates in this critical area.

Table 9

Analyses of Candidate and Program Assessment Data from Tables 4-5.

Disposition Assessments for Clear Mild/Moderate and Moderate/Severe Education Specialist Candidates

Disposition Themes	Strengths	Areas for Improvement
<p>Dignity & Honor Honesty & Integrity</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Dignity and Honor.</p>
<p>Caring, Patience, and Respect Spirit of Collaboration, Flexibility & Humility</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Caring, Patience, and Respect as well as Spirit of Collaboration, Flexibility & Humility.</p>
<p>Harmony in the Learning Community Self-Awareness/Calling</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Harmony in the Learning Community and Self-Awareness/Calling.</p>
<p>Perseverance with Challenge Diligence in Work Habits & Responsibility for Learning.</p>	<p>1 candidate response. Need baseline data.</p>	<p>Continued program emphasis on dispositions is recommended as a full baseline is established during the 2011-12 academic year. Candidates would benefit from support in their willingness to critically examine their Dispositions related to the work they do with students with disabilities in the areas of Perseverance with Challenge and Diligence in Work Habits & Responsibility for Learning.</p>

**Use of Results
Master of Arts in Special Education
Education Specialist Clear Credential**

Use of Assessment Results to Improve Candidate and Program Performance

Proposed Program Changes		
	Data	Summary
Candidate Competence	Signature Assignments	
		<p>Candidates performed well on the signature assignments in the new Clear courses (2011 CTC Standards). Recommendations for consideration are as follows:</p> <p><u>GED 658</u> - Recommend continuation of activities and assignments in this course that support candidate development in application and extension of teaching skills through the induction process. The program needs to continue to provide coordinated supervision and support for candidates through close collaboration with district support providers as candidates move through induction.</p> <p><u>GED 656</u> - Recommend program continuation of course to support candidate strength in understanding, organizing, and reflecting on school leadership as well as their own role in school leadership. Continued monitoring of this signature assignment is recommended for any need of programmatic changes.</p> <p><u>GED 650</u>- The program should give priority to the review of this signature assignment as an assessment measure. Candidates overall scored lower in this signature assignment than the others suggesting the need to examine this course and signature assignment immediately. The program needs to determine the following: 1) are the directions are clear; 2) are the various components of the assessment appropriate and relevant; 3) is there sufficient pedagogy embedded within the course to support the signature assignment. This work should be completed prior to the beginning of the 2011-2012 academic school year.</p> <p><u>GED 622</u>-. Recommend continuation of activities, assignments, and signature assessment in this course. Candidates in a short period of time were able to show their strong skills in the application of assessment, particularly analysis of behavior. The program needs to continue to provide strong support for candidates in this critical area.</p>
	Dispositions	<p>Since this is the first time data has been collected on dispositions, a review of the implementation process needs to occur prior to the beginning of the 2011-2012 academic year. The program needs to identify viable ways to collect Disposition data from candidates such as specific courses identified as junctures for Disposition data collection. Program faculty also need to identify ways to assist candidates in willingness to critically examine their own Dispositions related to the work they do with students with disabilities. The faculty need to develop a “plan of action” to address these issues for improvement in the 2011-2012 academic year.</p>
	Follow up / Exit Surveys	<p>Since this was the first time collecting Follow Up survey data there is great need for program</p>

		improvement. The program faculty need to develop the following: 1) an Exit Survey for Clear candidates representing key areas of information required; 2) effective ways to ensure greater returned responses from Alumni Surveys; 3) effective ways to ensure greater returned responses from Employer Surveys. The faculty need to develop a “plan of action” to address these issues for improvement in the 2011-2012 academic year.
Program Effectiveness	360 Performance evaluation of the Program director and coordinators	