

**SPED Clear and AASE Biennial Program Report**  
**Use of Evidence**  
**Summer 2014**

<b>Data Source</b>	<b>Plan of Action or Proposed Changes Made</b>	<b>Applicable Program or Common Standard(s)</b>
<p><b>Signature Assignments</b></p>	<p>Candidates performed strongly on the signature assignments. Recommendations to be considered are as follows:</p> <p><b><u>GED 622</u></b> - Recommend continuation of activities and assignments in this course that support candidate development of how assessment, and specifically analysis of behavior, affects daily instruction and positive relationships with students.</p> <p><b><u>GED 650</u></b> – Recommend continuation of activities and assignments in this course that support candidate development of understanding critical issues in equity of access for all students.</p> <p><b><u>GED 656</u></b> - Recommend continuation of activities and assignments in this course that emphasize the value and usefulness of understanding the multiple roles of education specialist as teacher and leader within the IEP process, including assisting parents with instructional decisions and due process.</p> <p><b><u>GED 658</u></b> - Recommend continuation of the activities and assignments in this course as supported by this signature assignment, This course is the defining aspect of the Induction process and the signature assignment captures key information for the candidates as they move forward in their careers as professional educators.</p> <p><b><u>GED 651</u></b> – The current signature assignment needs to be reviewed to determine if it is an adequate measure or if another measure might be more appropriate. It is also recommended that priority be given to a calibration activity before the course is offered again in the coming school year. The calibration process will increase greater alignment between regional</p>	<p>2, 5, 7</p> <p>6</p> <p>5,6</p>

	<p>centers on scoring of the assignment.</p> <p><b><u>GED 652</u></b> – Recommend continuation of activities and assignments in this course that support candidate development of understanding and instruction of students with autism spectrum disorder.</p> <p><b><u>GED 653</u></b> – Recommend continuation of activities and assignments in this course that support candidate development of understanding and instruction of students with traumatic brain injury</p> <p><b><u>GED 661</u></b> – Recommend continuation of activities and assignments in this course that support candidate development of understanding and instruction of students in early childhood special education programs and services.</p>	<p>4,7</p> <p>EDAA 1,2</p> <p>ASDAA 1,2</p> <p>TBIAA 1,2,4</p> <p>ECSEAA 1,2,3</p>
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<p><b>Dispositions</b></p>	<p>Candidates scored higher than 3.5/4 on all dispositional criteria. Candidates scored relatively higher on Indicator 2 <i>Honesty and Integrity</i> ( 3.78/4) than they did on Indicator 8 <i>Diligence for Work Habits and Responsibility for Learning</i> ( 3.52/4). Candidates scored higher with 6 of the 8 criteria at 3.85/4 or higher. <i>Diligence in Work Habits and Responsibility for Learning</i> (3.69/4 ) and <i>Harmony in the Learning Community</i> ( 3.69/4) were scored relatively lower when compared to the other dispositional criteria. As the dispositions changed from 8 to 4, candidates demonstrated that <i>Disposition 1 Honor</i> ( 3.64/4) was the highest score and relatively lower was <i>Disposition 3 Reflective Learner</i> ( 3.43/4). With the recent change from 8 Dispositions to 4 Dispositions, it would be useful for the program team to review the Table 19 findings and identify ways in which support for Dispositions can be increased in coursework across the program. Recommendations include continuation of specific points of assessment of Dispositions within the program along with intentional activities and/or assignments within courses to support the development of the Dispositions throughout the candidate’s experience of the program.</p>	
<p><b>Exit Survey</b></p>	<p>Candidates indicated confidence and satisfaction with the overall program. They scored the area of <i>Teaching faculty helped me become more knowledgeable and sensitive in my preparation to work with diverse students</i> with an average mean score of 4.86/5. However, although 90.5% were in agreement and strong agreement , 7.14% indicated they were “<i>unsure</i>” about their <i>capacity to actively and effectively participate in instructional teams and professional decisions</i>. Similarly, 14.29% were “<i>unsure</i>” about their <i>competency to share their knowledge about pedagogical content through leadership roles in school and community</i>. Clearly,</p>	

	<p>areas where candidates indicated they were “unsure” are program improvement areas and will guide the special education program team to discuss and address ways to better support candidates in their acquisition of skills, knowledge, and dispositions.</p>	
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