

**Sped Mild Mod Preliminary Credential**  
**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>TPA 1,2 ,3,&amp; 4</p>	<p>All tasks were passed at a relatively high rate, between 82% and 100% passage rate. Education Specialist candidates' overall mean scores are very consistent over the course of Tasks 1-4, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increase. This is also a finding that can be considered a program strength.</p> <p>In 2013, Task 2 was passed at a relatively high rate, with an 82% passage rate on the first attempt. Task 3, however, seemed to present more of a challenge with only 58% passing on the 1<sup>st</sup> attempt. It was on the 2<sup>nd</sup> attempt that 83% of the candidates passed. Education Specialist candidates' overall mean scores are very consistent across Tasks 2-3, indicating that candidate skill and knowledge remains strong as the rigor of the performance tasks increase.</p> <p>The range of passing scores is high and provides useful information about the quality of preparation provided by the SOE. No significant difference was apparent among the four regional centers. Continued intentional work on the TPAs embedded in coursework would assist candidates in their preparation for TPAs. The Special Education Program Director and TPA coordinator will continue regular monitoring of each candidate's progress throughout the program.</p>	

<p>Signature Assignments</p>	<p>Candidates performed strongly on the signature assignments. Recommendation to be considered are as follows:  <u>EDU 600</u> - Recommend continuation of activities and assignments in this course that support candidate development of how learning theories affect and resonate with their beliefs.  <u>EDU 610</u> – Recommend continuation of activities and assignments in this course that support candidate development of how reading, reading comprehension, and literacy skills develop to a competency level in students.  <u>EDU 650</u>- Recommend continued emphasis on the value and usefulness of assessment in making instructional decisions. The current signature assignment is limited in its capacity to measure only a few of the standards for the course. Recommend the use of a signature assignment that measures a wider array of standards for this course.  <u>EDU 652</u> - Since consultation and collaboration are critical aspects of the function of an education specialist in schools today the signature assignment in this course is an essential one. Recommend continuation of this signature assignment.  <u>Recommend</u>: Add a signature assignment to <u>EDU 655</u> (Organization for Success in the Mod/Severe Classroom) as a means to help address candidate knowledge and skills in instructional strategies.</p>	
<p>Dispositions</p>	<p>Since between 2012 and 2013 the Dispositions were revised and changed from 8 to 4, a review of the implementation process for the new 4 Dispositions needs to occur throughout the coming years. Upon initial analysis, however, the data showed <i>Indicator 3 Reflective Learner</i> as being the area of lowest concern with a mean score of 3.35/4. <i>Indicator 2 Spirit of Harmony and Collaboration</i> received a score of 3.50/4 with <i>Indicator 4 Professional and Positive Perseverance</i> received a mean score of 3.54/4. The highest mean score was shown in <i>Indicator 1 Harmony</i> received a mean score of 3.58/4.  As a result, faculty need to discuss ways to</p>	

	<p>assist candidates by increasing their confidence in collaboration and emphasizing the need to exhibit humility as well as learning how to manage conflicts and/or issues with others. The faculty need to develop a “plan of action” as to how to address these three areas for future candidates.</p>	
<p>Exit Survey</p>	<p>As with the disposition data, this data requires time discussion and follow-up by faculty. An analysis of the responses indicate strong confidence in teaching skills acquired in the program in the areas of Transform by combining the scores for “well prepared” and “adequately prepared” to show greater than 90% agreement. Similarly, by combining the scores for Empower ( “extremely effective” and “effective”) again a score of greater than 90% can be seen. However, when examining Equip and specifically looking at the issue of parent/teacher conferences, slightly more than 25% of candidates indicated that they felt either only “somewhat prepared” or “underprepared”. Clearly this is an area for program improvement by the special education program team. Faculty need to continue to develop a program plan to increase the support to candidates in all these critical areas of development.</p>	