

SPED MILD/MOD PRELIMINARY CREDENTIAL
Traditional and Intern Pathways

PART IV – Use of Assessment Results to Improve Candidate and Program Performance

Data Source	Plan of Action or Proposed Changes Made	Applicable Program or Common Standard(s)
<p>TPA 1, 2, 3 and 4</p>	<p>No changes. Continue to Monitor. All tasks were passed at a relatively high rate, between 85% 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. In 2015, Task 2 was passed at a relatively high rate, with an 85% passage rate on the first attempt. Task 3, however, seemed to present more of a challenge with only 65% passing on the 1st attempt. It was on the 2nd attempt that 86% of the candidates passed.</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 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><i>Common Standard 9</i> <i>M/M Program Standard 5</i></p>
<p>Signature Assignments</p>	<p>Candidates performed strongly on the signature assignments. No changes. Continue to Monitor. <u>EDU 600</u> - 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> – 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>- Recommendation: Continued</p>	<p><i>Common Standards 2, 7 and 9</i> <i>M/M Program Standards 3 and 5</i></p>

	<p>emphasis on the value and usefulness of assessments 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.</p> <p><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. Continuation of this signature assignment.</p>	
Signature Assignment Course Data	<p>Recommend: All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the common core standards at the graduate level.</p>	<p><i>Common Standards 2, 7 and 9</i></p> <p><i>M/M Program Standards 3 and 5</i></p>
Lack of consistent collection of disposition data	<p>Recommend: Simplify method of data collection for dispositions to specific courses aligned with other SOE programs. Course professors assess dispositions in the same courses that candidates complete their disposition self-assessment.</p>	<p><i>Common Standards 2 and 9</i></p>