

**SPED MODERATE/SEVERE PRELIMINARY CREDENTIAL**  
**Traditional and Intern Pathways**

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

| <b>Data Source</b>    | <b>Plan of Action or Proposed Changes Made</b>   | <b>Applicable Program or Common Standard(s)</b>                      |
|-----------------------|--|--|
| TPA 1,2, 3, and 4     | <p><b>No changes. Continue to Monitor.</b></p> <p>All tasks were passed at a relatively high rate, between 72% 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 2015, Task 2 was passed at a rate of 65% on the first attempt and 79% on the 2<sup>nd</sup> attempt. Task 3, however, showed a strong increase from 70% on the 1<sup>st</sup> attempt to 100% on the 2<sup>nd</sup> attempt. It was on the 2<sup>nd</sup> attempt in each Task that a significant percentage 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></p> <p><i>M/S Program Standard 3</i></p> |
| Signature Assignments | <p>Candidates performed strongly on the signature assignments.</p> <p><b>No changes. Continue to Monitor.</b></p> <p><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.</p> <p><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</p>   | <p><i>Common Standard 9</i></p> <p><i>M/S Program Standard 3</i></p> |

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|   | <p>competency level in students.</p> <p><u>EDU 650</u> – Continuation of activities and assignments in this course that support candidate development of understanding of the value and usefulness of assessments in making instructional decisions.</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. The current signature assignment is limited in its capacity to measure only a few of the standards for the course for the teacher candidates seeking this credential. <u>Recommend:</u> The use of a signature assignment that measures a wider array of standards for this course.</p> |   |
| Signature Assignment Course Data                  | <p><u>Recommend:</u> All syllabi and accompanying assignments will be reviewed to ensure adequate instruction of the common core standards at the graduate level.</p>   | <p>Common Standards 2, 7 and 9</p> <p>M/S Program Standards 1 and 3</p> |
| Lack of consistent collection of disposition data | <p><u>Recommend:</u> 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>Common Standard 9</p>  |