



ASSESSMENT REPORT

DATE: June 7, 2016

COURSE or PROGRAM: Special Education/ Early Education Pre-K – 4 Program

PARTICIPANTS: D. Schadler

OBJECTIVES: Do the required culminating SPE331 and SPE332 Integration Projects provide effective forums for students to evaluate and validate their progress in the targeted PA special education competencies and Program Outcomes?

METHOD AND PROCEDURE:

Courses Chosen and Rationale – SPE331 and SPE332 were selected since these are the culminating special education courses of the 5 required for special education certification embedded into the Early Education Pre-K-4 Program.

Artifact - Students complete a culminating project in each course which integrates all the information presented in the courses. The project is accompanied by a specific rubric.

Process - During the spring 2016 semester, the same 35 students each completed the SPE331 and SPE332 courses and the integration projects. Five random samples were selected from each of the courses.

RESULTS: (See attached rubric) All 10 products “met or exceeded” the rubric criteria for the identification and listing of “PDE competencies”. Students demonstrated equal deficiencies in the areas of “assessment” and “instruction”, with no student “exceeding” the criteria and 3 students “not meeting” the criteria. In “curriculum”, 1 student “exceeding” the criteria, 6 “meeting” and 3 “not meeting” the criteria.

Do the results support your course-level *Student Learning Outcomes*? For the 10 projects, 31 items “met” or “exceeded” the criteria; therefore, there this analysis supports the Program Student Learning Outcomes.

CONCLUSION: There are several conclusions to be drawn:

1. The small sample of 5 of 35 students restricts the conclusions that can be drawn,
2. One student of the 3 whose products did “not meet” the criteria in 3 of the 4 areas, is a student for whom English is not the student’s primary language.
3. Two students of the 3 whose products did “not meet” the criteria in 3 of the 4 areas, are students who have letters of accommodation from the Office of Accessibility.

NEXT STEPS:

1. The products will continue to be the evaluation instrument for the assessment process.
2. The professor will examine her practices with regard to outreach efforts with both students who may have language barriers and those with letters of accommodation.