Varying Exceptionalities  
(Academic Degree Program and Campus)  
2002-2003  
(Assessment Period Covered) 

Bachelors  
(Degree Level)  
October 31, 2003  
(Date Submitted) 

Planning Instructions:

Identify at least three student learning outcomes and complete the following portions of this plan. Student learning outcomes are defined in terms of what students will know, or be able to do, or believe as a result of instruction. The completed plan is e-mailed to Oaplans@acad.usf.edu

Reporting Instructions:

At the end of the assessment period, the assessment report is prepared and e-mailed to: Oareports@acad.usf.edu The report contains a summary of assessment findings identified. In addition, the report describes what changes (if any) were made as a result of a review of assessment findings. The discussion on use of results should, at the very least, indicate that faculty members reviewed the assessment findings.
Outcomes Assessment Plan/Report

Student Learning Outcome #1

What will students know or be able to do or believe? Be specific.

Students completing the Special Education program will demonstrate classroom management skills that help set a positive classroom environment conducive to learning at or above a level expected for a beginning teacher.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: At the end of each academic year, the department will collect, review and analyze ratings from the Final Internship Evaluation Form completed by each final intern’s cooperating teacher.

Criteria for Success: Eighty percent of the program graduates will proficiently demonstrate classroom management skills expected of or exceeding that of a beginning teacher (a rating of 4, “strong,” or 5 “outstanding,” on a five point scale) as evaluated by a Cooperating Teacher on the Final Internship Evaluation.

Means of Assessment #2: At the end of each academic year, the department will collect, review and analyze ratings from the Principal Survey completed by principals of schools in which our graduates who are two years out of the program teach.

Criteria for Success: Eighty percent of the program graduates will proficiently demonstrate classroom management skills expected of or exceeding that of a beginning teacher (a rating of 4, “strong,” or 5 “outstanding,” on a five point scale) on the Initial Teacher Preparation Principal Survey completed by principals of schools where our graduates initially teach.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?
Eight items on the Final Intern Evaluation Survey address a variety of classroom management skills. More than eighty percent of our graduates were rated 4 or 5 on each of the eight items. On seven of the eight items, 100% or our graduates were rated 4 or 5. The one item where a small percentage of graduates (7%) were rated lower (i.e., as a 3) was the item “uses specific praise selectively & effectively.” Relative strengths for our graduates seem to be in the following areas: 1. encouraging student interaction; 2. uses specific praise selectively & positively; 3. uses a classroom management plan that helps to set a positive learning environment conducive to learning; 4. interacts with students in a positive manner while focusing on learning. For each of these areas, 93% of our graduates were rated as a 5. 87% of our students were rated a 5 for establishing an active learning environment and for maintaining learning momentum; keeping students on task. For two items, 80% of our graduates were rated as a 5 and 20% as a 4. These items reflect graduates ability to manage student conduct effectively while maintaining academic focus and their ability to assist students in developing responsibility and self-discipline.

Eight items on the Principal Survey address classroom management skills. For seven of the eight items, principals rated 80% or more of our graduates as a 4 or 5. One item, “using a variety of developmentally appropriate activities to engage and motivate students,” less than 80% of our graduates were rated as a 4 or 5 (79%). There is not a great amount of variability in ratings among the eight items addressing classroom management, however it appears that our graduates are rated highest on: 1. providing constructive feedback on students individual work & behavior; 2. presenting material in a manner that holds student attention; 3. establishing classroom routines; 4. involving students in establishing rules for their behavior.

Given the results, it appears that both cooperating teachers and principals believe our graduates are able to demonstrate strong skills in classroom management. An area that the program chose to address based on these data is to better assist our students to integrate their classroom management & teaching practices, particularly as it relates to helping their students maintain an academic focus during learning activities and teaching self-responsibility for learning. Examining the items where our graduates were rated lowest, it appears that they are adept at basic kinds of “direct” classroom management skills, but need additional development in how to manage student behavior that is directly related to academic engagement (i.e., employing academically engaging instructional strategies; maintaining academic focus of students during instruction; developing self-responsibility in students for their learning.)

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

Based on these results as well as informal observations of department faculty and partnership school faculty & administration, the program decided to restructure the second level semester when students are completing their second practicum. Two courses, Clinical Teaching & Behavior Management have been “blocked” together and the two faculty members are team-teaching the courses in an integrated way. The purpose of this delivery structure is to more clearly model how “teaching” and “managing student behavior” are integrated processes rather than separate. Our thinking is that such an arrangement allows the faculty to better model how to both teach and employ methods for maintaining student academic engagement. Moreover, our students are simultaneously completing a structured field experience where both faculty members are at the school site one day per week to facilitate then “connecting” class this class content to practice.
Student Learning Outcome #2

What will students know or be able to do or believe? Be specific.

Students completing the Special Education program will use a variety of assessment methods (including formal and informal assessment) to monitor student progress at or above a level expected for a beginning teacher.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplans@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: At the end of each academic year, the department will collect, review and analyze ratings from the Final Internship Evaluation Survey completed by our graduates' cooperating teachers.

Criteria for Success: Eighty percent of the program graduates will be rated as "Strong" or "Outstanding" (a rating of 4 or 5 on a five point scale) by cooperating teachers for skills related to assessment based on the Final Internship Evaluation Survey.

Means of Assessment #2: At the end of each academic year, the department will collect, review and analyze ratings from the Principal’s Survey gathered two years after students graduate.

Criteria for Success: Eighty percent of the program graduates will be rated as "Strong" or "Outstanding" (a rating of 4 or 5 on a five point scale) by principals for skills related to assessment based on the Principal Survey.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

On each of the six items reflecting assessment skills on the Final Internship Evaluation Survey, 100% of our graduates were rated as "strong" or "outstanding" (rating of 4 or 5). Relative strengths (90% or more received ratings of "outstanding") for our graduates from the perspective of cooperating teachers are their ability to: 1. maintain accurate records to monitor student progress; 2. develop and use assessments that sample a variety of cognitive levels. Relative areas for
Outcomes Assessment Plan/Report

development (20% or more graduates were rated “strong”) are: 1. uses a variety of evaluation methods appropriate to the situation; 2. involves students in self-assessment activities.

Seven items on the Principal Survey reflect our graduates’ abilities to engage in effective assessment. For six of the seven items, more than 80% of our graduates were rated as either strong (4) or outstanding (5). One item, “interpreting data from standardized assessments,” 79% of graduates were rated as either strong (4) or outstanding (5). Relative strengths of our graduates (50% or more were rated as “outstanding”) based on the perspective of principals include: 1. monitoring student progress; 2. applying results of self-reflections of teaching to future instruction; 3. analyzing the effects of their teaching on the learning environment and student outcomes; 4. modifying instructional plans based on assessment of student outcomes.

Based on these data, it appears that both cooperating teachers and principals perceive our graduates to possess more than satisfactory skills related to both formal and informal assessment. This is encouraging since this is a major emphasis in the program and an essential skill needed for effective special educators.

Use of Results: What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

While the results for this objective are positive, the program has chosen to provide students with additional experiences working with student performance data, implementing informal assessments & tying together results from formal and informal evaluation of student learning outcomes to instruction. To this end, an emphasis in the curriculum related to four courses, Clinical Teaching, Behavior Management, Adolescents, & Assessment, has been placed on evaluating student learning & behavior outcomes on a continuous basis. For each course, assignments have been enhanced that require students to apply continuous data collection methods in their early field experiences. For example, in Clinical Teaching, students are provided a structure for continuously using data from each individualized reading & mathematics lesson they implement to guide their instructional planning for the next lesson. Students are provided feedback on a weekly basis regarding their practice of continuously monitoring student progress and making instructional decisions based on informal data collected.
Student Learning Outcome #3

What will students know or be able to do or believe? Be specific.

Students completing the Special Education program will integrate technology that enhances instruction and the learning outcomes of students at or above a level expected for a beginning teacher.

ASSESSMENT PLAN - The completed assessment plan is e-mailed to Oaplan@acad.usf.edu at the beginning of the assessment period.

It is recommended that two means of assessment be prepared for each student learning outcome. One means of assessment may be sufficient.

Means of Assessment #1: At the end of each academic year, the department will collect, review and analyze ratings from the Alumni Survey gathered two years after students graduate.

Criteria for Success: Eighty percent of the program graduates from the program will rate their preparation to integrate technology for enhancing instruction and the learning outcomes of their students as “well prepared” or “very well prepared” as measured by their responses on an Alumni Survey two years after graduation.

Means of Assessment #2: At the end of each academic year, the department will collect, review and analyze ratings from the Principal’s Survey gathered two years after students graduate.

Criteria for Success: Eighty percent of the program graduates will be rated as “Strong” or “Outstanding” (a rating of 4 or 5 on a five point scale) by principals for skills related to application of technology for teaching purposes based on the Principal Survey.

ASSESSMENT REPORT - These items are completed after assessment activities, at the end of the assessment period. Completed assessment reports are e-mailed to: Oareports@acad.usf.edu

Findings: What findings resulted from assessment activities?

Of the three items on the alumni survey that address graduate’s preparation to use technology that enhances their instruction and student learning outcomes, less than 80% of alumni believed they were either “well prepared” or “very well prepared.” Only 8% of respondents believed they were “very well prepared” while 37% believed they were “well prepared.” Of the remaining respondents, 33% believed they were “adequately prepared” and 22% believed they were “minimally prepared.”

Of the three items on the principal survey that reflect use of instructional technology, our graduates met the 80% criteria for one of the items: “using technology for personal & teacher productivity.” For the other two items, “uses technology as a resource to enhance student learning” and “uses technology to engage students in authentic
complex tasks” less than 80% of our graduates were rated as “strong” or “outstanding.” For these skills, principals responded that, respectively, 78% and 77% of our graduates were “strong” or “outstanding.”

While the results indicate that principals perceive our graduates as having more than satisfactory abilities to use technology for teaching, they also indicate that our graduates are more adept as using technology for personal purposes compared to instructional purposes. Alumni seem to believe they are less prepared to use technology than their principals. It is clear that the program needs to address the area of technology as it pertains to graduates feeling prepared to use it effectively for instructional purposes.

**Use of Results:** What changes, if any, were made in response to the findings? This section should indicate that faculty members reviewed the assessment findings.

Based on the results of these data, the program has begun to more systematically integrate the use of technology both in terms of faculty use (for modeling purposes) and student opportunities to learn about and apply instructional technology. Four members of the department participated in a 1-year PT3 training opportunity where each faculty member learned about a variety of instructional technology applications and developed action plans for integrating what they learned into their courses. A growing emphasis on the use of wireless technology in courses and its application to teaching has been a direct result of this professional development opportunity. Additionally, an inquiry-based learning unit on how to apply instructional technology to meet the needs of students with special needs and other learning difficulties has been integrated into the Clinical Teaching course. Data will be collected via questionnaire to determine the degree to which students find the unit helpful in developing their knowledge & skills in use of instructional technology.

**Duplicate this sheet to assess additional student learning outcomes.**