

## Program Assessments

### Univ. of Alaska Southeast School of Education

#### Master of Education and Graduate Certificate in Special Education Council for Exceptional Children (CEC)

UAS Core Themes & Objectives	UAS Graduate Competency	School of Education Goals	CEC Standard	Type of Assessment	Name of Assessment	Form of Assessment	When the Assessment Is Administered
<hr/> <p><i>Theme: Student Success</i> <i>Objective: Access</i> <i>Objective: Success</i></p> <p><i>Theme: Teaching and Learning</i> <i>Objective: Breadth of Programs and Services</i> <i>Objective: Academic Excellence</i></p> <hr/>				UAS-IE	Student Profile	Institutional data	Data supplied by Institutional Research annually
<p><i>Theme: Teaching and Learning</i> <i>Objective: Quality of Faculty and Staff</i></p>				UAS-IE	Faculty Profile	Institutional data	Data supplied by Institutional Research annually
<p><i>Theme: Teaching and Learning</i> <i>Objective: Effectiveness &amp; Efficiency</i></p>				UAS-IE	Student Credit Hours (SCH)	Institutional data	Data supplied by Institutional Research annually
<p><i>Theme: Student Success</i> <i>Objective: Success</i></p> <p><i>Theme: Teaching &amp; Learning</i> <i>Objective: Academic Excellence</i></p>		Goal 4. Candidates possess current academic content knowledge.	CEC (Council for Exceptional Children) Standards 1-10 Inclusive	Content Assessment	Grades	Grades in nine courses required for Graduate Certificate in Special Education	Data collected upon completion of: EDSE S605; EDSE S610; EDSE S612; EDSE S622; EDSE S677; EDSE S682; EDSE S685; EDSE S694; and EDSE S695.

<p><i>Theme: Student Success</i> <b>Objective: Success</b></p> <p><i>Theme: Teaching &amp; Learning</i> <b>Objective: Academic Excellence</b></p>	<p>1.1 Candidates possess effective professional writing skills appropriate in their fields.</p> <p>1.2 Candidates are effective in presentations &amp; professional discourse.</p> <p>1.3 Candidates use substantial comprehension skills in reading &amp; listening.</p>	<p>Goal 4: Teachers possess current <b>academic content knowledge.</b></p>	<p>CEC Standards 1-10 Inclusive</p>	<p>Content Special Education</p>	<p>Portfolio</p>	<p>Portfolio (ten reflective papers – one paper per CEC Special Education Standard with Supporting artifacts)</p>	<p>Initial assessment administered in EDSE S695 Special Education Portfolio. Data collected when candidates submit the final version of the portfolio – upon completion of all required courses for the Graduate Certificate.</p>
<p><i>Theme: Teaching &amp; Learning</i> <b>Objective: Academic Excellence</b></p> <p><i>Theme: Community Engagement</i> <b>Objective: Individual Engagement</b></p>	<p>2.2 Candidates can work effectively in various roles with diverse individuals and groups to achieve common goals.</p> <p>3.5 Candidates exercise judgment in decision-making.</p>		<p>CEC Standards 1,3,4 and 7</p>	<p>Assessment of candidate ability to plan instruction</p>	<p>Individualized Educational Plan (IEP) /Integrated Unit Project (High Incidence)</p>	<p>Project; IEP for student with high incidence disability; Integrated Unit based on Alaska Native traditions with adaptations for student with high incidence disability.</p>	<p>Assessment administered in EDSE S622 Curriculum &amp; Strategies: High Incidence.</p>
<p><i>Theme: Community Engagement</i> <b>Objective: Individual Engagement</b></p> <p><b>Objective: Institutional Engagement</b></p>	<p>1.2 Candidates are effective in presentations and professional discourse.</p> <p>2.1 Candidates recognize ethical and professional responsibilities.</p>	<p>Goal 8: Teachers develop and maintain <b>professional, moral, and ethical attitudes, behaviors, relationships, and habits of mind.</b></p>	<p>CEC Standards 1-10 Inclusive</p>	<p>Assessment of student teaching</p>	<p>Practicum (Clinical Practice) Assessment</p>	<p>Evaluation of clinical practice</p>	<p>Assessment administered in EDSE S694 Special Education Practicum.</p>
<p><i>Theme: Research &amp; Creative Expression</i> <b>Objective: Learning Impact</b></p>	<p>3.1 Candidates identify, analyze and conceptualize problems in their field.</p>	<p>Goal 3: Teachers <b>differentiate instruction</b> with respect for individual and cultural characteristics.</p>	<p>CEC Standards 2 &amp; 6</p>	<p>Assessment of candidate effect on student learning</p>	<p>Case Study (Assessment &amp; Intervention Project)</p>	<p>Case Study Rubric</p>	<p>Assessment 5 administered in EDSE S610 Assessing Students with Disabilities.</p>

	<p>3.2 Candidates evaluate and synthesize data, considering multiple perspectives.</p> <p>3.5 Candidates exercise judgment in decision-making.</p>	<p>Goal 5: Teachers <b>facilitate student learning</b> by using assessment to guide planning, instruction, and modification of teaching practice.</p> <p>Goal 6: Teachers create and manage a <b>stimulating, inclusive and safe learning community</b> in which students take intellectual risks and work independently and collaboratively.</p>					
<p><i>Theme: Teaching &amp; Learning</i>  <i>Objective: Academic Excellence</i></p>			CEC Standards 1,3,4 & 7	Rubric	IEP/Integrated Unit Project (Low Incidence)		Assessment administered in EDSE S612 Curriculum & Strategies: Low Incidence.
<p><i>Theme: Teaching &amp; Learning</i>  <i>Objective: Academic Excellence</i></p>			CEC Standards 5,9 & 10	Rubric	Transition Plan Project	Project; Transition components of the IEP for a secondary student with ELN	Assessment administered in EDSE S685 Transition Planning for Secondary Students with Disabilities.