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| Graduate: Special Education |
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Assessment Data

| SPED Academic Year | Number of Candidates | Overall GPA | 1. Focus on the Learner | 2. Maintains Safe Secure Environment | 3. Diversity | 4. Effective Communication | 5. Demonstrates Content Knowledge | 6. Meaningful Learning Experiences | 7. Active Learning Strategies | 8. Assessment Strategies | 9. Demonstrates Professionalism | 10. School-Community Relationships | PPST-Reading | PPST-Writing | PPST-Math |
|--------------------|----------------------|-------------|-------------------------|--------------------------------------|--------------|----------------------------|-----------------------------------|------------------------------------|-------------------------------|--------------------------|---------------------------------|------------------------------------|--------------|--------------|-----------|
| AY 2004-2005 | 6 | 3.84 | 4.33 | 4.33 | 4.67 | 4.50 | 4.50 | 4.17 | 4.33 | 4.40 | 4.67 | 4.40 | 177 | 174 | 179 |
| AY 2005-2006 | 2 | 3.92 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 5.00 | 182 | 177 | 179 |
| AY 2006-2007 | 6 | 3.71 | 3.75 | 3.50 | 3.50 | 3.75 | 3.75 | 3.75 | 3.50 | 3.50 | 3.75 | 3.50 | 178 | 174 | 177 |
| AY 2007-2008 | 8 | 3.90 | 4.63 | 4.88 | 4.75 | 4.88 | 4.13 | 4.63 | 4.75 | 4.50 | 4.88 | 4.75 | 181 | 176 | 179 |

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| Scores: | 5-Outstanding |
| | 4-Above average work |
| | 3-Acceptable |
| | 2-Below acceptable standard |
| | 1-Unacceptable |
| | N-No opportunity to judge |

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| Max GPA | 4.00 |
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Analysis and Reflection

Chaminade's Special Education program has five program outcomes for its Special; Education Teacher Education Post-Bac program. These Program Outcomes are: Plan, Teach, Assess, Reflect and Adapt. Students gain these skills through their coursework. It was determined that each course within the program focus on specific program outcomes. Student success is demonstrated through special education students' course grades (GPA). In addition, students are required to demonstrate all five outcomes during the student teaching special education practicum. Students are evaluated using the Student Teaching Evaluation form. This assessment instrument consists of the ten Hawaii Teacher Standards Board standards. All students were evaluated on their knowledge and ability to implement the ten HTSB standards. The student teacher's performance and class reaction using the following key: N – No opportunity to judge; 1 – Unacceptable; 2 – Below the accepted standard; 3 – Acceptable; 4 – Above the acceptable standard; 5 – Outstanding.

2007-2008

Student numbers have increased last year with total 8 students academic year (AY) 2007-2008. The average GPA's of Special Education licensure students was 3.90. In general, there seems to be a correlation between GPA and Student Teaching Evaluation scores. Students with high GPAs tended to receive higher ratings on their student teaching evaluation although certain exceptions exist. In looking at the specific HTSB competencies, student scores ranged from 4.50 (standard 8) to 4.88 (standard 10). Standard 8 focuses on Assessment. For Special Education teachers, knowledge of assessment tools and the ability to utilize this information in creating Individualized Educational Plans for exceptional students are important teaching competencies. To address this need, Chaminade Special Education faculty have restructured the Special Education Assessment course (ED 662) and made it more rigorous with activities which require analysis and application of a variety of assessment tools. In addition, the

student/professional dispositions instrument was shared and discussed in all classes. Scores on Professionalism (#9) improved from 3.50 (AY2006-2007) to 4.75 (AY2007-2008).

Recommendations: In order to equip special education teachers with a variety of management tools, it is suggested CUH create a Special Education Classroom Management course for Special Education teachers.

2006-2007

In SY 2006-2007, there were 6 Special Education students with an average GPA of 3.71. All students passed student teaching, with an average of 3.75 on final student teaching evaluations. However, lower scores of 3.5 indicated three areas for improvement, i.e., average score of 3.50 for assessment (#8), 3.5 for classroom management (#2) and 3.5 demonstrate professionalism (#9).

Recommendations: An analysis of all special education courses was conducted. To help student teachers with their classroom management skills, we inserted additional classroom management tools in ED 604, Managing Classroom Environments for special education students. Specifically, a Functional Behavioral Analysis assignment was added to the course. To strengthen students' knowledge of professional competencies, the need for training and support to develop professional dispositions was noted and an instrument to educate and assess these skills was planned for the following year. The Sped Assessment course needs to be reviewed and updated.

2005-2006

In this year, two students had an average GPA of 3.92 and both students received 5s on all ten competencies. It appears that students with higher GPAs received high scores on their student teaching evaluation.

Recommendations: To ensure the correct and consistent use of the student teacher evaluation tool, the field directors now meet with university supervisors to provide training on the use of this assessment tool.

2004-2005

In this year, six students averaged a 3.84 GPA. Scores on Student Teaching Evaluations ranged from 4.17 (#6-Meaningful Learning Experiences) to 4.67. While these scores are 'above the acceptable standard,' it does suggest there are areas for improvement.

Recommendations: Review special education course content to ensure students are receiving up-to-date content specific learning strategies to improve Standard #6.