

Special Education Initial Educator Preparation (BA and Post-BA Licensure)  
2008-2009 Outcomes Assessment Report

School of Education Mission

The School of Education at NMHU carries forward a long-standing tradition of teacher education that dates back to 1893. The School of Education is committed to providing experiences and knowledge to students seeking a degree or licensure in education. The School of Education also promotes continuous personal and professional scholarly development activities and graduate work to achieve lifelong learning. The School of Education subscribes to the philosophy that views optimal living as a function of the personal ability to pursue a meaningful life in work, leisure, and home, while respecting, tolerating, and valuing all people.

Program Outcomes

1. Demonstrate mastery of New Mexico PED licensure requirements.
2. Demonstrate STURDY outcomes (student-centered approach for diverse population, understanding of content, reflective practitioner)
3. Demonstrate competence in instructional settings

Program Objective 1. To demonstrate mastery of New Mexico PED teacher licensure requirements and STURDY outcomes, 80% of Special Education students will finish/graduate with a 3.0 in special education licensure courses.

*Assessment.* GPA calculated on the special education licensure core (GNED 201, 444/544, 455/555, SPED 214/612, 440/540, 483/583, 484/584, 485/585)

*Results.* Objective met. 100% (14/14) of the special education students had a GPA of 3.0 or above in their licensure courses. Data were missing for 2 students.

*Action.* The results confirm that special education students are performing well in their core licensure classes. No implications for program modification.

Program Objective 2. To demonstrate mastery of New Mexico PED licensure requirements, 80% of Special Education students will pass the (new) NMTA Special Education assessment on the first attempt.

*Assessment.* NMTA Special Education subtest score of 240 or higher.

*Results.* Objective met. 100% (7/7) of the students passed the NMTA Special Education assessment. Data were missing for 9 students.

*Action.* The results confirm that the special education program has been effective in teaching special education content and there are no implications for program modification. The School of Education will be requiring that students take and report the

content area NMTA score before program completion, and this will address the missing data issue.

Program Objective 3. To demonstrate mastery of New Mexico PED licensure requirements, 80% of the Special Education students will pass either the NMTA Elementary or Secondary Competency assessment on the first attempt.

*Assessment.* NMTA Elementary or Secondary Competency subtest score of 240 or higher.

*Results.* Objective met. 100% (10/10) of the special education students passed either the NMTA Elementary or Secondary Competency assessment. Data were missing for 6 students. The School of Education will be requiring that students take and report the competency area NMTA score before program completion, and this will address the missing data issue.

*Action.* The data confirm that the special education program is adequately preparing students for both the Elementary and Secondary NMTA Competency exam.

Program Objective 4. To demonstrate competence in instructional settings, 100% of the Special Education students will earn a rating of “Excellent” or “Satisfactory” on the 10 areas rated by the university supervisor by the end of the student teaching semester.

*Assessment.* Ratings from the third (final) university supervisor student teacher rating form.

*Results.* Objective met. 100% (16/16) of the special education students had excellent or satisfactory ratings on the university supervisor observation form.

*Action.* The data confirm that the special education program is adequately preparing students for student teaching. No implications for program modification.

Program Objective 5. To demonstrate competence in instructional settings, 100% of the Special Education students will earn a rating of “Excellent” or “Satisfactory” on the 6 special education areas rated by cooperating teachers by the end of the student teaching semester.

*Assessment.* Ratings from the final cooperating teacher rating form.

*Results.* Objective met. 100% (15/15) of the special education students had excellent or satisfactory ratings on the cooperating teacher observation form. Data were missing for one student.

*Action.* The data confirm that the special education program is adequately preparing students for student teaching. No implications for program modification. Missing data

indicate need to work with student teaching coordinator and secretarial staff to ensure that student data files are complete.

Program Objective 6. To demonstrate mastery of STURDY outcomes and New Mexico PED licensure requirements in the capstone student teaching semester, 100% of the Special Education students will earn a rating of “Satisfactory” on the categories of the portfolio rating form.

*Assessment.* Ratings from the portfolio rating form completed by the university supervisor.

*Results.* Objective not met. 85.7% (6/7) of the student teaching portfolios earned a rating of Satisfactory across all the portfolio rating categories. Data were missing for 9 students.

*Action.* Although the objective was not met, the data still suggest that special education students, overall, created portfolios demonstrating mastery of STURDY outcomes and NM PED licensure requirements, so there is no implication in the data for program modification. Missing data indicate a continuing need to work with the student teaching coordinator and secretarial staff to ensure that student data files are complete. However, there was improvement in this data collection from fall 08 to spring 09, with most of the missing data being from fall 08.