

Special Education Initial Educator Preparation (BA and Post-BA Licensure)
2009-2010 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

University Student Traits

1. Mastery of content knowledge
2. Critical and reflective thinking skills
3. Ability to communicate effectively
4. Ability to use technology

Special Education Outcomes

Program Objective 1. To demonstrate mastery of New Mexico PED teacher licensure requirements and STURDY outcomes (Program Outcomes 1 and 2; University Traits 1 and 2), 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 or SPED 410, 420/520, 430/530, and RDED 411/511 in the new special education core).

Results. Objective met. 100% (18/18) of the students finished with a GPA of 3.0 or higher in the special education licensure courses.

Action. The results confirm adequate performance in the special education licensure courses. No action needed.

Program Objective 2. To demonstrate mastery of New Mexico PED licensure requirements (Program Outcome 1; University Trait 1), 80% of Special Education students will pass the NMTA Special Education Content assessment.

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

Results. Objective met. 96% (46/48) of the NMHU students who took the NMTA special education content exam passed that section of the exam.

Action. The results confirm a high level of mastery of New Mexico PED licensure requirements. No action needed.

Program Objective 3. To demonstrate mastery of New Mexico PED licensure requirements Program Outcome 1; University Trait 1), 80% of the Special Education students will pass either the NMTA Elementary or Secondary Competency assessment.

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

Results. Objective met. 100% (4/4) of the special education students passed the NMTA competency exam. Competency scores were not found in 14 out of 18 files.

Action. The results confirm mastery of New Mexico licensure competency requirements. The high level of missing data indicate the need to require reporting of NMTA test results to the School of Education. This will naturally occur since the NMTA competency exam must be passed before or during student teaching starting in fall 2010.

Program Objective 4. To demonstrate competence in instructional settings and attainment of STURDY outcomes (Program Outcomes 1 through 3; University Traits 1 through 4), 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 not fully met. 83% (15/18) of the student teachers earned ratings of excellent or satisfactory on the areas rated by the university supervisor.

Action. While the majority of student teachers performed adequately, the results suggest the need for the program faculty to review preparation for student teaching and how to intervene formatively during student teaching. Examine comments on rating forms to determine areas of weakness.

Program Objective 5. To demonstrate competence in instructional settings and attainment of STURDY outcomes (Program Outcomes 1 through 3; University Traits 1 through 3), 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 not fully met. 78% (14/18) earned ratings of excellent or satisfactory from their cooperating teachers on the 10 areas rated.

Action. The results indicate the need for special education faculty to review preparation for student teaching and how to intervene formatively during student teaching. Examine comments on rating forms to determine areas of weakness.

Program Objective 6. To demonstrate mastery of STURDY outcomes and New Mexico PED licensure requirements in the capstone student teaching semester, and the ability to communicate that mastery effectively (Program Outcomes 1 and 2; University Traits 1 and 3), 100% of the Special Education students will earn a rating of at least “Satisfactory” on the categories of the portfolio rating form.

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

Results. Objective not fully met. 75% (6/8) of the students earned at least a satisfactory on the portfolio rating form. Data were missing for 10 students.

Action. Make portfolio expectations clear to students. Encourage and then require faculty to turn in the portfolio rating form.