

School of Education: Graduate Degrees

Special Education Credentials and Master of Arts in Education, Special Education

State/ National Standards	Program Review	Learning Outcomes	Where are learning outcomes published?	Assessment Measurement Tools	Criteria for Success	Data Collected Over Time Period	Findings from Data Collection	Resulting Program Changes
Teacher Performance Expectations (TPE) California Standards for the Teaching Profession (CSTP) Council for Exceptional Children Standards for Teachers Standards of Quality and Effectiveness for Education Specialist Credentials (Mild Moderate and Moderate)	2009-2010	1. TEACH: Candidates will demonstrate the knowledge, skills, and dispositions for high performing special education teachers of noble character	Course Syllabi Candidate Handbook School of Education Dispositions	Teacher Performance Assessments (Tasks #2,3,4) Comprehensive, application-based performance tasks in course syllabi with standards-aligned clinical practice rubrics	All candidates achieve a proficiency level of 3 on a 4 point rubric for standards aligned assessments and practicum assignments; 50% achieve an advanced level of proficiency (4 out of 4)	2006-2007 and annually	2006-2007 Focus Area Example: Intentional and Explicit Focus on Addressing the Needs of English Learners in Special Education in all coursework and fieldwork	2006-2007 Analysis of intentional and explicit development of candidate knowledge, skills, and dispositions in addressing the needs of English Learners in Course Standards, Candidate Learning Outcomes, Rubrics, and Benchmark Exemplars used in all Regional Centers
		2. SHAPE: Candidates will demonstrate proficiency and significant transformation in clinical practice and in dispositions of noble character with demonstrated impact on student learning	Course Syllabi Candidate Handbook School of Education Dispositions	Clinical Practice Formative and Summative Evaluations with standards-aligned rubrics; California Formative Assessment Support System (CFASST); Analysis and Reflection of Impact on Student Learning in Course Syllabi and Clinical Practice Assignments	95% will achieve an overall proficient level (3) on clinical practice rubrics aligned with integrated standards	2006-2007 and annually	2006-2007 Focus Area Example: Alignment of Clinical Practice Evaluation with CSTP/TPE/TPA and CEC Standards	2006-2007 Clinical Practice Rubrics, Formative and Summative Assessment Forms Modified and Field Tested; Review of Evidence of Candidate Transformation in Clinical Practice Evaluations and Application-based Performance Tasks in Courses
		3. SEND: Graduates will be well-prepared for entry level administrative level positions in K-12 school settings	Course Syllabi Candidate Handbook School of Education Dispositions	Exit Interview; Follow-up Study with Graduates, University Clinical Practice Supervisors and K-12 Evaluators	95% of Graduates, university supervisors, and school-based evaluators confirm significant transformation in knowledge, skills, and dispositions aligned with the integrated standards	2006-2007 and annually	Field Testing of Surveys 2006-2007	Establishment of Broad-based Focus Groups and Advisory Groups of Stakeholders reviewing evidence of candidate transformation and impact on student learning