Department 2007-2008 Assessment Report
Special Education Area Group: Mild/Moderate: Level I and Level II

I. Introduction
All students enrolled in the special education programs must meet the California Teaching Performance Expectations established by the California Commission for Teacher Credentialing. Our program offers several specializations including:

- Education Specialist: Mild/Moderate/Disability Specialist (M/M) – Level I and II
- Education Specialist and Multiple Subject combination Level I
- Education Specialist: Moderate/Severe Specialist – Level I and II
- Education Specialist: Early Childhood Special Education (ECSE) – Level I and II

II. Assessment tools and data reports used for 2007-2008

The Education Specialist credential programs administer many different assessments that are used for formative and summative assessment purposes. Some of the assessments are embedded in courses, other assessments are administered discretely (e.g., final student teaching evaluations, portfolio assessments, etc.) and are used to determine student transition from one major phase of the program to the other. During this academic year, the Mil/Moderate Education Specialist program piloted the PACT Teaching Event.

For the purposes of this report, we document student learning outcomes as measured by the various assessments that are aggregated to determine a grade for the major student teaching course(s) associated with each specialization. These courses include: EDS 472 for the Mild/Moderate Disabilities specialization; EDS 415 for the Moderate/Severe Disabilities specialization; and EDS 474 and EDS 475 for the Early Childhood Special Education specialization. The assessments used in these courses include: (a) standards-based observation protocol used up to six times per semester and (b) a standards-based evaluation protocol administered as mid-term and final evaluations for each semester of student teaching. In general, students take these student teaching courses at the end of their credential program.

III. Summary

a. Key findings: Table One displays information related to student performance in their student teaching courses. With one exception, students enrolled in these student teaching courses met the Teaching Performance Expectations (as specified in the SB2042 legislation that governs credential programs) and other learning and performance outcomes specified by the program faculty.
TABLE ONE

<table>
<thead>
<tr>
<th>Course</th>
<th>Fall 2007</th>
<th>Spring 2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number Enrolled</td>
<td>Number Passing w/Credit</td>
</tr>
<tr>
<td>EDS 472</td>
<td>31</td>
<td>31</td>
</tr>
<tr>
<td>EDS 415</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>EDS 474</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>EDS 475</td>
<td>15</td>
<td>15</td>
</tr>
</tbody>
</table>

b. Ways in which findings were used to enhance program quality: These data suggest that a number of factors associated with program quality are operating well including: quality of preparation in coursework for the demands of student teaching, quality of supervision protocols, and quality of student teaching placements. These data do not suggest the need for any major program changes at this time. However, the on-going pilot of the PACT Teaching Event will likely eventually yield data relevant to program strengths and weaknesses.

c. Significant insights about the assessment process: None at this time.

d. Next steps in the implementation of this program assessment process:

- Review data related to use of PACT Teaching Event in EDS 221
- Area group faculty to determine seminar requirement and content (EDS 232 and EDS 233), as they relate to the PACT Teaching Event requirements
- Revise student teaching evaluation forms

IV. Other information

The Education Specialist programs engaged in other program refinements this year including:

- Improved articulation with the Teacher Preparation and Credentials Office in relation to advising students about the CSET – students must be advised to take test early and be informed that they will not be admitted into program without passing or closely passing 3 subtests (for all programs but ECSE). Encourage students to seek assistance from Equity Office if needed.

- Changes made previously to the exam required in EDS 298 and to other processes for students to demonstrate knowledge base have received positive feedback from instructor and students. Student exam papers demonstrated strong knowledge base. All enrolled students received passing scores on the new exam.

- Mild/Moderate and Multiple Subject Program changes were submitted to: Special Education Area Group, College of Education Academic Affairs Committee, University Curriculum Subcommittee, and the Council for the Preparation of
School Personnel for approval. Senate approved program changes for both program in April and May – implementation begins fall 08 semester.

- As a result of the M/M/MS program changes, the area group created a 4- and a 5-semester program plan to implement in advising students. Implementation of the program changes will begin fall 2008.

- Seminar courses, EDS 232 and EDS 233, were revised to meet the needs of the program changes and PACT requirements.