Detailed Assessment Report
As of: 10/07/2013 01:25 PM EST
2012-2013 Special Education BS*

Mission / Purpose

The mission of the Special Education Program in the Department of Curriculum, Instruction, and Special Education is to develop the knowledge, skills, and dispositions to enable candidates to serve as effective educational leaders in a variety of roles in the special education setting. Candidates graduating from the University of Southern Mississippi will use the power of knowledge to inform, the power to inspire, the power to transform lives and the ability to empower a community of learners.

Student Learning Outcomes/Objectives, with Any Associations and Related Measures, Targets, Findings, and Action Plans

SLO 1:Demonstrate special education content knowledge.
Candidates will demonstrate a special education content knowledge.

Relevant Associations:
NCATE/Council for Exceptional Children/ MDE Process Standards

Related Measures:

M 1:Praxis II: Special Education Content Knowledge
PRAXIS II: Special Education Content Knowledge, developed and administered by Educational Testing Services (ETS), is the required content knowledge standardized test for attaining Mississippi teacher licensure in K-12 Mild/Moderate Disabilities. This examination measures the candidates` acquisition of special education content knowledge at the level required for state licensure.

Source of Evidence: Certification or licensure exam, national or state

Target:
Ninety percent (90%) of special education teacher candidates will attain Mississippi teacher licensure passing scores on the PRAXIS II: Special Education Content examination. NCATE and MDE require an 80% pass rate.

Findings (2012-2013) - Target: Met
Hattiesburg and Gulfport (combined online program)
Fall 2012
11/11 (100%) passed
Spring 2013
5/5 (100%) passed
Total
16/16 (100%) passed

Dual Licensure (combined Hattiesburg and Gulfport-special education/elementary education)
Fall 2012
18/18 (100%) passed

Spring 2013
9/9 (100%) passed
Total
27/27 (100%) passed

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Review subtest scores of Praxis II:PLT to determine areas that need to be enhanced.
Established in Cycle: 2011-2012
The NCATE office is now able to provide subtest scores for the Praxis II: Principles of Learning and Teaching. The subtest scor...

M 4:Teacher Candidate Performance Evaluation

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of special education pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, and integration of technology into instruction. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of teacher candidates will receive a rating of mastery (3) or exemplary(4) on the evaluation rubric for teacher candidates on the criteria of demonstrating a special education content knowledge (Indicator A1 TCPE).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulf Coast online (SPE K-12)
4/4 (100%) scored exemplary (4)
Total
4/4 (100%) scored exemplary (4) on demonstrating special education content knowledge (Indicator A1 TCPE)

Fall 2012
Special Education and Elementary Education Dual Licensure (Dual)
11/11 (100%) scored (4) exemplary
Total
11/11 (100%) scored exemplary (4) on demonstrating special education content knowledge (Indicator A1 TCPE)

Spring 2013
Hattiesburg and Gulf Coast online (SPE K-12)
5/5 (100%) scored exemplary (4)

Total
5/5 (100%) scored .exemplary (4) on demonstrating special education content knowledge (Indicator A1 TCPE)

Spring 2013
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored (4) exemplary
Total
9/9 (100%) scored exemplary (4) on demonstrating special education content knowledge (Indicator A1 TCPE)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Review subtest scores of Praxis II:PLT to determine areas that need to be enhanced.
Established in Cycle: 2011-2012
The NCATE office is now able to provide subtest scores for the Praxis II: Principles of Learning and Teaching. The subtest scor...

SLO 2:Demonstrate pedagogical knowledge.
Special Education Teacher Candidates will demonstrate a special education pedagogical knowledge.

Relevant Associations:
NCATE/Council for Exceptional Children/ MDE Process Standards

Related Measures:

M 2:Praxis II: Principles of Learning and Teaching
Praxis II: Principles of Learning and Teaching (PLT), developed and administered by Educational Testing Services (ETS), is a standardized pedagogical examination required for special education licensure in Mississippi. The PLT measures the candidates' abilities to apply pedagogical principles and to demonstrate professional knowledge.

Source of Evidence: Certification or licensure exam, national or state

Target:
Ninety-percent (90%)of the special education teacher candidates will attain Mississippi teacher licensure passing scores on PRAXIS II: Principles of Learning and Teaching. This demonstrates the candidates` mastery of pedagogical knowledge at the level required for state licensure. NCATE and MDE require an 80% pass rate for teacher education institutions.

Findings (2012-2013) - Target: Met
Hattiesburg and Gulfport (combined online program)
Fall 2012
11/11 (100%) passed
Spring 2013
4/5 (80%) passed
Total
15/16 (94%) passed

Dual Licensure (combined Hattiesburg and Gulfport-special education/elementary

education)
Fall 2012
24/26 (92%) passed
Spring 2013
9/9 (100%) passed
Total
33/35 (94%) passed

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Review subtest scores of Praxis II:PLT to determine areas that need to be enhanced.
Established in Cycle: 2011-2012
The NCATE office is now able to provide subtest scores for the Praxis II: Principles of Learning and Teaching. The subtest scor...

M 4:Teacher Candidate Performance Evaluation
The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of special education pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, and integration of technology into instruction. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of teacher candidates will receive a rating of mastery(3) or exemplary(4) on the evaluation rubric for teacher candidates on the criteria of demonstrating a special education pedagogical knowledge (Indicator A2 TCPE).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulf Coast online (SPE K-12)
4/4 (100%) scored exemplary (4)
Total
4/4 (100%) scored exemplary (4) on demonstrating special education pedagogical knowledge (Indicator A2 TCPE).

Fall 2012
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored exemplary (4)
Total
9/9 (100%) scored exemplary (4) on demonstrating special education pedagogical knowledge (Indicator A2 TCPE).

Spring 2013

Hattiesburg and Gulf Coast online (SPE K-12)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored .mastery (3) or exemplary (4) on demonstrating special education pedagogical knowledge (Indicator A2 TCPE).

Spring 2013
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored exemplary (4)
Total
9/9 (100%) scored .exemplary (4) on demonstrating special education pedagogical knowledge (Indicator A2 TCPE).

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Review subtest scores of Praxis II:PLT to determine areas that need to be enhanced.
Established in Cycle: 2011-2012
The NCATE office is now able to provide subtest scores for the Praxis II: Principles of Learning and Teaching. The subtest scor...

SLO 3:Use assessment information to plan differentiated learning.
Special Education Teacher Candidates will use assessment information to plan differentiated experiences that accommodate differences in developmental and/or educational needs.

Relevant Associations:
NCATE/Council for Exceptional Children/MDE

Related Measures:

M 3:Teacher Intern Assessment Instrument
The Teacher Intern Assessment Instrument (TIAI) is a performance evaluation administered by the university clinical supervisor and the mentor teacher during teacher candidacy (student teaching).The TIAI scoring rubric is divided into five domains which are as follows: Domain I, Planning and Preparation; Domain II, Assessment; Domain III, Instruction; Domain IV, Learning Environment; and Domain V,Professional Responsibilities. Specific elements and descriptors from domains that are aligned with each of the related outcomes will be used for outcome assessment. The rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1). Total scores on the combined TIAI sections are used for both individual candidate and overall program evaluation.

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery (3) or exemplary (4) on the TIAI rubric for the criteria of using assessment information to plan differentiated learning (Domain I Indicator 6).

Findings (2012-2013) - Target: Met
Fall 2012

Hattiesburg and Gulfport (online SPE K-12 combined program)
4/4 (100%) scored exemplary (4)
Total
4/4 (100%) scored exemplary (4) on using assessment information to plan differentiated learning (Domain I Indicator 6 TIAI).

Fall 2012
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
2/11 (18%) scored mastery (3)
9/11 (82%) scored exemplary (4)
Total
11/11 (100%) scored mastery (3) or exemplary (4) on using assessment information to plan differentiated learning (Domain I Indicator 6 TIAI).

Spring 2013
Hattiesburg and Gulfport (online SPE K-12 combined program)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored mastery (3) or exemplary (4) on using assessment information to plan differentiated learning (Domain I Indicator 6 TIAI).

Spring 2013
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
3/9 (33%) scored mastery (3)
6/9 (67%) scored exemplary (4)
Total
9/9 (100%) scored mastery (3) or exemplary (4) on using assessment information to plan differentiated learning (Domain I Indicator 6 TIAI).

M 4:Teacher Candidate Performance Evaluation
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Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of teacher candidates will receive a rating of mastery(3) or exemplary(4) on the evaluation rubric for teacher candidates on the criteria of using assessment information to plan differentiated learning (Indicator C3 TCPE).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulf Coast online (SPE K-12)
1/4 (25%) scored mastery (3)
3/4 (75%) scored exemplary (4)
Total
4/4 (100%) scored (3) mastery or exemplary (4) on using assessment information to plan differentiated learning (Indicator C3 TCPE).

Fall 2012
Special Education and Elementary Education Dual Licensure (Dual)
2/9 (22%) scored mastery (3)
7/9 (78%) scored exemplary (4)
Total
9/9 (100%) scored (3) mastery or exemplary(4) on using assessment information to plan differentiated learning (Indicator C3 TCPE).

Spring 2013
Hattiesburg and Gulf Coast online (SPE K-12)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored .mastery (3) or exemplary (4) on using assessment information to plan differentiated learning (Indicator C3 TCPE)

Spring 2013
Special Education and Elementary Education Dual Licensure (Dual)
5/9 (56%) scored mastery (3)
4/9 (44%) scored exemplary (4)
Total
9/9 (100%) scored .mastery (3) or exemplary (4) on using assessment information to plan differentiated learning (Indicator C3 TCPE)

SLO 4:Integrate technology in instruction.
Teacher Candidates will impact student learning by integrating technology effectively in instruction.

Relevant Associations:
NCATE Conceptual Framework/Council for Exceptional Children

Related Measures:

M 3:Teacher Intern Assessment Instrument
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Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery (3) or exemplary (4) on the TIAI rubric for the criteria of integrating technology into instruction (Domain I Indicator 4).

Findings (2012-2013) - Target: <u>Met</u>
Fall 2012
Hattiesburg and Gulfport (online SPE K-12 combined program)
1/4 (25%) scored mastery (3)
3/4 (75%) scored exemplary (4)
Total
4/4 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI)

Fall 2012
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
6/11 (55%) scored mastery (3)
5/11 (45%) scored exemplary (4)
Total
11/11 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI)

Spring 2013
Hattiesburg and Gulfport (online SPE K-12 combined program)
5/5 (100%) scored exemplary (4)
Total
5/5 (100%) scored exemplary (4) on integrating technology in instruction (Domain I Indicator 4 TIAI)

Spring 2013
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
3/9 (33%) scored mastery (3)
6/9 (67%) scored exemplary (4)
Total
9/9 (100%) scored (4) exemplary on integrating technology in instruction (Domain I Indicator 4 TIAI)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Present technology workshops for cohort groups prior to student teaching
Established in Cycle: 2010-2011
CISE faculty will collaborate with Instructional Technology faculty to develop workshops for pre-teacher candidacy students to e...

M 4:Teacher Candidate Performance Evaluation

The Teacher Candidate Performance Evaluation (TCPE) is a performance assessment of the teacher candidates' application of special education pedagogical and professional knowledge, skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used to evaluate content knowledge, pedagogical knowledge, and integration of technology into instruction. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning* will be used to evaluate the use of assessment for differentiated instruction The TCPE is administered by university clinical supervisors in conjunction with mentor teachers and ratings are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

> **Target:**
> Ninety percent (90%) of teacher candidates will receive a rating of mastery(3) or exemplary(4) on the evaluation rubric for teacher candidates on the criteria of integrating technological skills (Indicator A8 TCPE).
>
> **Findings (2012-2013) - Target: Met**
> Fall 2012
> Hattiesburg and Gulf Coast online (SPE K-12)
> 1/4 (25%) scored mastery (3)
> 3/4 (75%) scored exemplary (4)
> Total
> 4/4 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A8 TCPE).
>
> Fall 2012
> Special Education and Elementary Education Dual Licensure (Dual)
> 2/9 (22%) scored mastery (3)
> 7/9 (78%) scored exemplary (4)
> Total
> 9/9 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A8 TCPE).
>
> Spring 2013
> Hattiesburg and Gulf Coast online (SPE K-12)
> 1/5 (20%) scored mastery (3)
> 4/5 (80%) scored exemplary (4)
> Total
> 5/5 (100%) scored mastery (3) or exemplary (4) on integrating technology in instruction (Indicator A8 TCPE).
>
> Spring 2013
> Special Education and Elementary Education Dual Licensure (Dual)
> 9/9 (100%) scored exemplary (4)
> Total
> 9/9 (100%) scored exemplary (4) on integrating technology in instruction (Indicator A8 TCPE).

Present technology workshops for cohort groups prior to student teaching
Established in Cycle: 2010-2011
CISE faculty will collaborate with Instructional Technology faculty to develop workshops for pre-teacher candidacy students to e...

SLO 5:Collaborate with families to enhance learning for individuals with ELN.

Special Education teacher candidates will collaborate with familes to enhance learning for individuals with Exceptional Learning Needs (ELN).

Relevant Associations:
Council for Exceptional Children Standard 10: Collaboration with Families

Related Measures:

M 3:Teacher Intern Assessment Instrument
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Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery (3) or exemplary (4) on the rubric for the criteria of using family/community resources in lessons to enhance learning (Domain III Indicator 19).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulfport (online SPE K-12 combined program)
4/4 (100%) scored exemplary (4)
Total
4/4 (100%) scored exemplary (4) on using family/community resources in lessons (Domain III Indicator 19 TIAI)

Fall 2012
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
4/11 (36%) scored mastery (3)
7/11 (64%) scored exemplary (4)
Total
11/11 (100%) scored mastery (3) or exemplary (4) on using family/community resources in lessons (Domain III Indicator 19 TIAI)

Spring 2013
Hattiesburg and Gulfport (online SPE K-12 combined program)
5/5 (100%) scored exemplary (4)
Total
5/5 (100%) scored exemplary (4) on using family/community resources in lessons
(Domain III Indicator 19 TIAI)

Spring 2013
Dual program (Hattiesburg and Gulfport combined program-special education dual
licensure)
2/9 (22%) scored mastery (3)
7/9 (78%) scored exemplary (4)
Total
9/9 (100%) scored mastery (3) or exemplary (4) on using family/community resources in
lessons (Domain III Indicator 19 TIAI)

Related Action Plans (by Established cycle, then alpha):
For full information, see the *Details of Action Plans* section of this report.

Emphasize using family and community resources in didactic and clinical coursework.
Established in Cycle: 2010-2011
Students with disabilities are especially in need of resources beyond the K-12 school
system to become successful in their liv...

M 4:Teacher Candidate Performance Evaluation

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teacher candidates' application of special education pedagogical and professional knowledge,
skills, and teaching dispositions. The scoring rubric is divided into three sections, with outcomes
and descriptors for rating teaching performance. Section 1 (A). *Knowledge and Skills* will be used
to evaluate content knowledge, pedagogical knowledge, and integration of technology into
instruction. Section 2 (B) *Professional Dispositions* and Section 3 (C) *Impact on Student Learning*
will be used to evaluate the use of assessment for differentiated instruction The TCPE is
administered by university clinical supervisors in conjunction with mentor teachers and ratings
are aggregated and disaggregated on the TK20 Data Collection System. Rubric rating scores are
as follows: Exemplary (4); Mastery (3); Marginal (2); and Unacceptable (1).

Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery (3) or
exemplary (4) on the rubric for the criteria of using family/community resources in lessons
to enhance learning (Indicator A4-7 TCPE).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulf Coast online (SPE K-12)
4/4 (100%) scored exemplary (4).
Total
4/4 (100%) scored exemplary (4) on using family/community resources in lessons to

enhance learning (Indicator A4-7 TCPE).

Fall 2012
Special Education and Elementary Education Dual Licensure (Dual)
1/9 (11%) scored mastery (3).
8/9 (89%) scored exemplary (4).
Total
9/9 (100%) scored exemplary (4) on using family/community resources in lessons to enhance learning (Indicator A4-7 TCPE).

Spring 2013
Hattiesburg and Gulf Coast online (SPE K-12)
5/5 (50%) scored exemplary (4)
Total
5/5 (100%) scored exemplary (4) on using family/community resources in lessons to enhance learning (Indicator A4-7 TCPE).

Spring 2013
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored exemplary (4)
Total
9/9 (100%) scored exemplary (4) on on using family/community resources in lessons to enhance learning (Indicator A4-7 TCPE).

SLO 6:Create learning environments that enhance learning for individuals with ELN.

Special Education teacher candidates will create learning environments for individuals with exceptional learning needs (ELN) that foster positive social interactions and active engagement in learning.

Relevant Associations:
Council for Exceptional Children Standard 5 Learning Environments and Social Interactions

Related Measures:

M 3:Teacher Intern Assessment Instrument
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Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery or exemplary on the rubric for the criteria of creating learning environments that enhance learning for individuals with ELN (Domain III Indicator 16 TIAI)

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulfport (online SPE K-12 combined program)
1/4 (25%) scored mastery (3)
3/4 (75%) scored exemplary (4)
Total
4/4 (100%) scored mastery (3) or exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Domain III Indicator 16 TIAI)

Fall 2012
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
1/11 (9%) scored mastery (3)
10/11 (91%) scored exemplary (4)
Total
11/11 (100%) scored mastery (3) or exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Domain III Indicator 16 TIAI)

Spring 2013
Hattiesburg and Gulfport (online SPE K-12 combined program)
5/5 (100%) scored exemplary (4)
Total
5/5 (100%) scored exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Domain III Indicator 16 TIAI)

Spring 2013
Dual program (Hattiesburg and Gulfport combined program-special education dual licensure)
1/9 (11%) scored mastery (3)
8/9 (89%) scored exemplary (4)
Total
9/9 (100%) scored mastery (3) or exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Domain III Indicator 16 TIAI)

M 4:Teacher Candidate Performance Evaluation

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Source of Evidence: Performance (recital, exhibit, science project)

Target:
Ninety percent (90%) of special education candidates will receive a rating of mastery (3) or

exemplary (4) on the rubric for the criteria of creating environments that enhance learning for ELN (Indicator A6-2 TCPE).

Findings (2012-2013) - Target: Met
Fall 2012
Hattiesburg and Gulf Coast online (SPE K-12)
4/4 (100%) scored exemplary (4)
Total
4/4 (100%) scored exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Indicator A6-2 TCPE).

Fall 2012
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored exemplary (4)
Total
9/9 (100%) scored exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Indicator A6-2 TCPE).

Spring 2013
Hattiesburg and Gulf Coast online (SPE K-12)
1/5 (20%) scored mastery (3)
4/5 (80%) scored exemplary (4)
Total
5/5 (100%) scored .mastery (3) or exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Indicator A6-2 TCPE).

Spring 2013
Special Education and Elementary Education Dual Licensure (Dual)
9/9 (100%) scored exemplary (4)
Total
9/9 (100%) scored exemplary (4) on creating learning environments that enhance learning for individuals with ELN (Indicator A6-2 TCPE).

Details of Action Plans for This Cycle (by Established cycle, then alpha)

Ensure that candidates use assessments.
Ensure that candidates have the opportunity to use a variety of appropriate assessments with students in K-12 settings.

Established in Cycle: 2006-2007
Implementation Status: Finished
Priority: Medium

Responsible Person/Group: SPE Faculty, Clinical Instructors and OEFE

Establish better communication.
Establish more effective communication among faculty who teach the special education courses and clinical supervisors who supervise the teacher candidates to make sure assessments are administered and input into TK20 in a standardized format.

Established in Cycle: 2006-2007

Implementation Status: Finished
Priority: Medium
Implementation Description: Fall 2007
Responsible Person/Group: SPE Faculty and Office of Field Experiences

Improve inter-rater reliability for rubrics.

Improve inter-rater reliability for assessment rubrics. Because of differences in ratings from faculty and clinical supervisors on rubrics,there is a need for collaboration and training to establish better inter-rater reliability on the assessment rubrics.

Established in Cycle: 2006-2007
Implementation Status: Finished
Priority: High
Implementation Description: Fall 2007
Responsible Person/Group: Faculty, NCATE administrator, assessment specialists

Mentor and collaborate with adjunct faculty.

Mentor and collaborate with adjunct faculty to make sure that standards are mastered in the designated courses, assessments are administered, and assessment data are input into TK20.

Established in Cycle: 2006-2007
Implementation Status: In-Progress
Priority: High
Implementation Description: Fall 2007
Responsible Person/Group: Lead faculty in Special Education courses

Monitor new measures.

Monitor effectiveness of new assessments and measures to make sure they align across NCATE, CEC and SACS standards and outcomes.

Established in Cycle: 2006-2007
Implementation Status: Finished
Priority: Medium
Implementation Description: Spring 08
Responsible Person/Group: Special Education Faculy

Improve inter-rater reliability on measures

Inter-rater reliability among all faculty and for both campuses is an on-going action. Workshop sessions will provide training.

Established in Cycle: 2007-2008
Implementation Status: Finished
Priority: High
Implementation Description: Summer 2008
Responsible Person/Group: Office of Educational Field Experiences

Mentor and collaborate with adjunct faculty.

Special Education Lead faculty will mentor adjunct, visiting and doctoral students to ensure standards are taught and assessed in the proper courses.

Established in Cycle: 2007-2008

Implementation Status: Finished
Priority: High
Implementation Description: Summer 2008
Responsible Person/Group: SPE lead faculty

Emphasize using family and community resources in didactic and clinical coursework.

Students with disabilities are especially in need of resources beyond the K-12 school system to become successful in their lives. Special Education faculty have developed specific objectives, activities, and assessments in their didactic and clinical coursework to enhance the teacher candidates' knowledge and skills in using family and community resources for their students.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Collaborate with families to enhance learning for individuals with ELN.

Projected Completion Date: 05/15/2014
Responsible Person/Group: Special Education clinical and didactic faculty.

Present technology workshops for cohort groups prior to student teaching

CISE faculty will collaborate with Instructional Technology faculty to develop workshops for pre-teacher candidacy students to explore cutting-edge technology to enhance special education teaching and learning.

Established in Cycle: 2010-2011
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Integrate technology in instruction.
Measure: Teacher Intern Assessment Instrument | **Outcome/Objective:** Integrate technology in instruction.

Implementation Description: CISE faculty will collaborate to present technology professional development workshops for co-hort groups prior to student teaching. Teachers from cooperating school districts will be asked to present technology used in their schools.
Projected Completion Date: 05/15/2014
Responsible Person/Group: Kim Walker, Clinical Coordinator and CISE faculty

Review subtest scores of Praxis II:PLT to determine areas that need to be enhanced.

The NCATE office is now able to provide subtest scores for the Praxis II: Principles of Learning and Teaching. The subtest scores have been distributed to CISE for review. Special Education faculty will review the subtest areas and develop plans to enhance those areas that have the lowest scores.

Established in Cycle: 2011-2012
Implementation Status: In-Progress
Priority: High

Relationships (Measure | Outcome/Objective):
 Measure: Praxis II: Principles of Learning and Teaching | **Outcome/Objective:** Demonstrate pedagogical knowledge.
 Measure: Praxis II: Special Education Content Knowledge | **Outcome/Objective:** Demonstrate special education content knowledge.
 Measure: Teacher Candidate Performance Evaluation | **Outcome/Objective:** Demonstrate pedagogical knowledge. | Demonstrate special education content knowledge.

 Projected Completion Date: 05/30/2013

Analysis Questions and Analysis Answers

What specifically did your assessments show regarding proven strengths or progress you made on outcomes/objectives?

The Special Education (BS) K-12 program content knowledge licensure assessment continues to show strength as documented by a 100% pass rate on the Praxis II: Special Education Content Knowledge and an overall pass rate of 98% on Praxis II: Principles of Learning and Teaching. The 100% pass rate achievement on the state licensure special education content examination indicates a very strong program for attaining special education content knowledge. The careful alignment of special education coursework objectives to the standards of the Council for Exceptional Children (CEC) contribute to the outstanding performance on the content knowledge licensure examination. All outcomes were met at an exemplary or mastery level for each program. Additionally, strengths were noted in the use of assessment data to inform differentiated instruction, the integration of current technology into instruction, and using family resources to enhance instruction.Those outcomes represent essential knowledge and skills for successful special education practitioners.

What specifically did your assessments show regarding any outcomes/objectives that will require continued attention?

Although all outcomes were met, continued attention is required for the outcome of integrating instructional technology throughout the curriculum. It will be necessary to give ongoing attention to teaching cutting-edge technology and developing the skills for integrating that technology into teaching and learning in all content areas. Special education interventions and accommodations are highly dependent on assistive technology and current evidence-based instruction. Continued attention is required for teaching special education candidates how to co-teach with regular education teachers in inclusive classrooms. Attention to student outcomes will be given in the monthly special education faculty meetings based on ongoing formative assessments.

Annual Report Section Responses

Program Summary

The B.S. program in special education is a strong teacher licensure program that provides highly-desired graduates for positions as special education teachers to K-12 schools to meet the needs of students with disabilities. The dual licensure program that is available to preservice K-6 elementary education and special education majors provides graduates who are licensed in both elementary education (K-6) and special education. This program produces graduates who are highly recruited for positions in K-6 schools. Also offered is a K-12 special education licensure program, with online course options, which enables special education teacher assistants who are employed in K-12 schools to complete special education licensure coursework. The online options also provide an opportunity for students who cannot attend classes on the two campuses to attain a special education degree and teacher licensure.

Through Project REACH, the Mississippi Personnel Preparation Development Grant, the Special Education Pre-Service Improvement Grant, the Mississippi Deaf-Blind Project, the USM Autism Demonstration Project and Project LINK, special education faculty have participated in collaborative work with P-12 school districts, the Mississippi Council on Developmental Disabilities, the Mississippi Department of Education, and the Department of Psychology within the College of Education and Psychology. Furthermore, the Center for Professional Development and Outreach is engaged with a nationally-affiliated, disability-rights advocacy organization, the ARC of Mississippi. CISE faculty are active researchers, having produced 40 publications in peer-reviewed journals and having received over four million dollars in external funding in 2012-2013. Additionally, CISE faculty serve as consultants in K-12 schools, serve on state and national advisory committees and serve as officers for state, regional and national professional organizations.

Continuous Improvement Initiatives/Additional Action Plans

As a result of innovations in CISE special education programs, stronger partnerships have been developed with the schools in which clinical experiences are conducted. Clinical sites are monitored for effectiveness for field experiences on an ongoing basis. CISE clinical and didactic faculty work closely with mentor teachers in the schools to provide exemplary field experiences in both inclusion and self-contained special education settings. Additional field experiences have been added to the introductory cohort, and performance assessments aligned to Council for Exceptional Children (CEC) standards for each cohort have been revised to better evaluate knowledge, skills, and dispositions prior to teacher candidacy. Didactic and clinical faculty meet monthly as a team to discuss the knowledge, skills and dispositions of the candidates as they progress through the cohort groups. Particular attention is given to dispositions during the field experiences so that candidates will be better prepared for teacher candidacy. Formative assessments administered throughout the program are reviewed for individual candidates who are provided guidance and instruction throughout the program to ensure that candidates attain the requisite knowledge, skills, and dispositions to be effective special education teachers.

CISE special education faculty meet online once a month to review both student and programmatic outcomes. As a result of the monthly meetings and ongoing continuous improvement initiatives, online courses have been monitored and evaluated to ensure that they have equity with face-to-to face courses; innovative technology to enhance course delivery has been researched by graduate assistants and embedded in online classes; CEC outcomes have been monitored for the new program plans, with adjustments being made when indicated by assessment data; family members of a student with disabilities have been included in coursework to bring family perspectives; and online courses have been increased in number and enhanced with innovative online methodology.

Closing the Loop/Action Plan Tracking

Ongoing monitoring and enhancing of innovative technology continues to be a major effort of CISE special education faculty. Online special education courses incorporate cutting-edge techniques for enhanced electronic delivery of didactic and clinical coursework with continuous monitoring and evaluation to ensure their effectiveness. CISE faculty have collaborated with K-12 mentor teachers to assist special education teacher candidates in integrating technology that is currently being used in the schools. A continuing emphasis is placed on using family and community resources for teaching and learning with this objective being added to both didactic and clinical courses. Family members of students with disabilities have been included in the program to help teacher candidates understand the family perspective. Co-teaching of lessons with special education and regular education students has been modeled in university classes and implemented in clinical experiences.