Post-Baccalaureate Certificate in Special Education: Mild/Moderate Disabilities and Severe/Disabilities Autism

Assessment of Teacher Candidate Performance

What was taught

The PB in Special Education: Mild/Moderate Disabilities program utilizes the Interstate Teacher Assessment and Support Consortium Standards (InTASC) to guide the assessment of our teacher candidates' performance. The following InTASC standards serve as student learning outcomes.

<table>
<thead>
<tr>
<th>Standards</th>
<th>How learning was measured</th>
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<tbody>
<tr>
<td>Learner Development</td>
<td>Candidates must pass this standardized, nationally-normed examination of content knowledge.</td>
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<tr>
<td>Learning Differences</td>
<td>Candidates must demonstrate professional dispositions, including professionalism, diversity, communication, collaboration, and reflection.</td>
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<tr>
<td>Learning Environments</td>
<td>Candidates demonstrate proficiency in their clinical practice, including classroom management, planning, instruction, assessment, professionalism, and collaboration.</td>
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<tr>
<td>Content Knowledge</td>
<td>Candidates must demonstrate professional dispositions, including professionalism, diversity, communication, collaboration, and reflection.</td>
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<tr>
<td>Application of Content</td>
<td>The number of teacher candidates who completed each assessment: Praxis II Exam: 87 teacher candidates (2016-17 academic year) [Note: The number of 87 is for all alternative (i.e. post-baccalaureate and MEdT) initial licensure programs regardless of majors, 82 out of 87 candidate passed the exam.]; Clinical Practice Evaluation: 19 teacher candidates (2016-17 academic year); Professional Dispositions: 123 teacher candidates (2016-17 academic year). *The Mild/Moderate Disabilities and Severe Disabilities/Autism program data were combined to avoid having to suppress reporting due to low numbers of students in an individual program.</td>
</tr>
</tbody>
</table>

Clinical Practice Evaluation:

Candidates demonstrate proficiency in their clinical practice, including classroom management, planning, instruction, assessment, professionalism, and collaboration.

Professional Dispositions:

Candidates must demonstrate professional dispositions, including professionalism, diversity, communication, collaboration, and reflection.

Assessment Results:

Praxis II Exam:

- 94% Pass Rate

Clinical Practice Evaluation:

- 78% Target
- 27% Acceptable
- 0% Unacceptable

Professional Dispositions:

- 87% Target
- 12% Acceptable
- 1% Unacceptable

The number of teacher candidates who completed each assessment:

- Praxis II Exam: 87 teacher candidates (2016-17 academic year) [Note: The number of 87 is for all alternative (i.e. post-baccalaureate and MEdT) initial licensure programs regardless of majors, 82 out of 87 candidate passed the exam.]
- Clinical Practice Evaluation: 19 teacher candidates (2016-17 academic year)
- Professional Dispositions: 123 teacher candidates (2016-17 academic year)

*The Mild/Moderate Disabilities and Severe Disabilities/Autism program data were combined to avoid having to suppress reporting due to low numbers of students in an individual program.