

Assessment Plan

Western Michigan University

Special Education and Literacy Studies

Outcome: SPED: Application of Content Knowledge

2.0 Application of Content Knowledge: Candidates will demonstrate the ability to apply their knowledge and skills in applied settings

Track: BA Special Ed
 BS in Special Ed
 EdD Special Ed
 MA Special Ed

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
All Candidates: All Council for Exceptional Children Competencies, as identified in program matrix.	Mastery, as evidence by performance in course assignments and clinical practice experiences.	Each semester	Yes
Master's Candidates: Application of content knowledge reflected in responses to comprehensive exams for master's degree.	Average score of 80%	Three times each year	Yes
Doctoral Candidates: Demonstration of application of content knowledge indicated in dissertation and defense.	Pass from all readers/committee members	As candidates reach dissertation stage	Yes

Related Courses

- * SPED 4740 - Intern Teaching in Special Education 474
- * SPED 5040 - Teaching Practicum in Special Education
- * SPED 5310 - Classroom Practicum in Special Education
- * SPED 533 - Assessment and Prescription in Special Education
- * SPED 534 - Curriculum and Instruction in Special Education
- * SPED 541 - Practicum with Learners with Mental Impairments
- * SPED 544 - Educating Individuals with Severe Impairments
- * SPED 545 - Education of Learners with Moderate and Severe Retardation
- * SPED 581 - Practicum with Learners with Learning Disabilities

Outcome: SPED: Content Knowledge

Candidates will demonstrate mastery of the content necessary for professional performance

Track: BA Special Ed
 BS in Special Ed
 EdD Special Ed
 MA Special Ed

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
All Candidates for initial licensure: State mandated test of content proficiency (MTTC)	Pass score as set by state	Tests are administered four times annually.	Yes
Undergraduate Candidates: Candidate performance in required content courses. Maintain a 2.5 gpa in all required courses for continued enrollment in the program	Minimum 2.5 gpa	Every semester instructors will report in writing to the program coordinator, those students who	Yes

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
		have not met the requirement within each of their courses.	
Graduate Candidates: Candidates must maintain a 3.0 gpa in all required courses for continued enrollment in the program	Minimum 3.0 gpa	Every semester instructors will report in writing to the program coordinator, those students who have not met the requirement within each of their courses.	Yes

Related Courses

- * SPED 5150 - Introduction to Early Childhood and Special Education
- * SPED 5250 - Introduction to Transition Issues for Students with Disabilities
- * SPED 5300 - Introduction to Special Education
- * SPED 533 - Assessment and Prescription in Special Education
- * SPED 540 - Introduction to Mental Retardation
- * SPED 542 - Introduction to Severe Impairments
- * SPED 570 - Introduction to Emotional Impairments
- * SPED 580 - Introduction to Learning Disabilities
- * SPED 585 - Advanced Theory and Practice in Learning Disabilities
- * SPED 601 - Acquisition and Analysis of Special Education Information
- * SPED 610 - Teaching Nemeth Code to Children
- * SPED 620 - Advanced Assessment of Learners with Disabilities

Outcome: SPED: Professional Conduct

Candidates will demonstrate a commitment and willingness to participate in learning communities in their on campus and clinical experiences.

Track: BA Special Ed
 BS in Special Ed
 EdD Special Ed
 MA Special Ed

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
All Candidates: Clinical Experience Evaluation Rubric, as evaluated by the K-12 cooperating teacher and the university supervisor	A rating of "satisfactory" or better	Special education internships	Yes
Master's Candidates: Portfolio evidence from professional practice indicating participation in learning communities.	Minimum of 80% of candidates rated satisfactory on items referring to professional conduct		Yes
Doctoral Candidates: Leadership in learning communities, as evidenced in course-embedded activities and clinical practice evaluations presented to the faculty orally.	Positive review by majority of faculty at doctoral annual review	Once each year	Yes

Outcome: SPED: Reflective Practice

Candidates will analyze and synthesize data and ideas in their course-based assignments and in their clinical experiences

Track: BA Special Ed
 BS in Special Ed
 EdD Special Ed

Outcome Status: Active

Means of Assessment			
Assessment Method	Criterion	Schedule	Active
All Candidates: Candidate Self-Reflection as measured by Clinical Experience Evaluation Rubric		Each semester during clinical experiences	Yes
All Candidates: Final submission of competency matrix (coursework and clinical experience knowledge, skills, and dispositions) at the end of final internship, which includes self-reflective component.	Candidates receive "pass" rating on all competencies.	Internship semester	Yes
All Candidates: Program Exit Survey	Exit surveys are used for formative assessment and, therefore, do not have minimum criteria.	Each semester	Yes
Master's Candidates: Evidence of professional reflection, as required in responses to comprehensive exams for master's degree.	Pass from all readers		Yes
Doctoral Candidates: Demonstration of professional reflection in dissertation and defense.	Pass from all readers/committee members	As candidate completes dissertation	Yes

Outcome: LS: Foundational Knowledge

Candidates have knowledge of the foundations of reading and writing processes and instruction

Track: Master's in Reading

Outcome Status: Active

Outcome: LS: Instructional Strategies and Curriculum Materials.

Candidates use a wide range of instructional practices, approaches, methods, and curriculum materials to support reading and writing instruction.

Track: Master's in Reading

Outcome Status: Active

Outcome: LS: Assessment, Diagnosis, and Evaluation.

Candidates use a variety of assessment tools and practices to plan and evaluate effective reading instruction.

Track: Master's in Reading

Outcome Status: Active

Outcome: LS: Creating a Literate Environment.

Candidates create a literate environment that fosters reading and writing by integrating foundational knowledge, use of instructional practices, approaches and methods, curriculum materials, and the appropriate use of assessments.

Track: Master's in Reading

Outcome Status: Active

Outcome: LS: Professional Development

Candidates view professional development as a career-long effort and responsibility.

Track: Master's in Reading

Outcome Status: Active