

[Educational Specialist Mild/Moderate Preliminary Assessment data](#)

Data Table Explanation/Summary:

Key Assessments: The Educational Specialist Mild/Moderate Preliminary credential program has identified key assessments standards as Knowledge – demonstration of knowledge of most issues including academic and behavioral needs, diversity and family issues and classroom strategies and techniques; Planning – caseload management notebook that demonstrates the ability to develop and critique a plan for managing a caseload, an understanding of management by profile and collaboration with stakeholders; Assessment – assessment report on case study including report writing, interpretation of test results and appropriateness of recommendations; Diversity – diversity activity that demonstrates cultural competence and sensitivities; Technology – portfolio activity using technology to present descriptions of all five disabilities, their uniqueness and use of references. Student key assessments are uploaded and evaluated using [rubrics](#) via TaskStream, a web-based work-product and data reporting management tool.

The program reviews both the course enrollment and grade along with the assessment measurement 1) to determine compliance of the assessment and to assess if there were any correlations between overall course performance and key assessment performance.

The program also reviews the [Educational Specialist Mild/Moderate Preliminary](#) CTC credential completer survey results (Included in Common Standards submission).

Our 2018 program completer survey data suggested that our students feel more prepared to supporting students with IEPs, attend to their prior knowledge and work to improve their individual outcomes, and develop least restrictive learning environments for their students in comparison to their peers in the state. Our students rated themselves a 4.44 out of 5 in terms of overall preparation for the field; other alum throughout the state rated themselves at a 4.31 in comparison. Our areas of possible improvement, based on program completer and our own assessment is related to the use of technology in teaching and increased practice in curriculum development.

Because we are working towards continuous improvement in all areas of our program, we have continued to review our practices within these courses, as well as throughout our coursework. To do so, we have more closely partnered with our colleagues in our Center for Neurodiversity, Learning, and Wellness to understand the needs of neurodiverse learners in our classrooms and our colleagues in our Center for Educational Equity and Intercultural Research to consider more inclusive pedagogical practices. This led to the creation of a lab based Center for Learning Innovation that will strengthen our faculty practices and directly impact the preparation of our teaching candidates.