

Assessment Plan
College of Education
Special and Early Education (SEED)
B. S. Special Education
Bachelors of Science (B. S.)
Summer, 2016
Greg Conderman, Chair

1. Introduction

The Department of Special and Early Education (SEED) is a relatively new department in the College of Education at Northern Illinois University. It was formed as a result of the College of Education restructuring that began in the 2010-2011 academic year. Prior to being in SEED, the B.S. Special Education program was part of the Department of Teaching and Learning (TLRN). SEED currently houses graduate and undergraduate programs in early childhood and special education.

The B. S. Special Education program has two separate and distinct areas of emphasis. One program is the Learning-Behavior Specialist-1 (LBS-1) program which prepares teacher education candidates to become licensed special educators in all disability areas (except the sensory areas of visual and hearing impairments) in grades kindergarten through grade 12. The second and considerably smaller program is the Teacher of Visually Impaired (TVI) program which prepares teachers to teach students with blindness and vision issues in grades kindergarten through 12. Both licensure programs have experienced a long and vibrant history at NIU, and both must meet Council for Exceptional Children (CEC) standards for initial teacher licensure. Therefore, both include many of the same types of assessments.

Several factors place the assessment plan in context. One deals with changes in teacher licensure. Up to and including the Spring 2003 semester, the undergraduate special education program included seven specializations: Behavior Disorders, Blind Rehabilitation, Early Childhood Special Education, Learning Disabilities, Multiply Handicapped/Deaf or Vision Impairment, Orientation and Mobility, and Visual Impairments. Leaders in the Illinois State Board of Education initiated changes in special education state certification resulting from the federal court Corey H lawsuit. Consequently, effective July 1, 2001, teacher educators revised special education certification programs across the state to reflect the state's new Learning Behavior Specialist (LBS) 1 certification that encompassed the previous high incidence and developmental disabilities focus. Therefore, candidates now graduate with teacher licensure in a broadly-based cross -categorical program certifying them to teach mild, moderate, and severe disabilities in grades K-12. Teacher educators across the state of Illinois made significant curricular and assessment changes to prepare special educators for this new licensure. Furthermore, faculty continue make periodic updates to the curriculum and assessment methods to meet CEC standards associated with teaching students with mild and severe disabilities.

Second, during the 2013 and 2104 academic years, the SEED Acting Department Chair requested that special education faculty revise the program to meet new Illinois Professional Teaching standards. Faculty spent a year revising courses, updating syllabi, updating assessments, and resequencing courses to meet the new standards. This past year---2015--- was the first full year of implementation of this new curriculum. Faculty are now analyzing the first year of data based on this new curriculum.

Third, the role and responsibilities of special educators continue to change. Many of our program curricular and assessment changes reflect the many roles and responsibilities assumed by K-12 special educators. For example, special educators are responsible for assessing children, planning and delivering instruction, co-teaching and collaborating with others, working closely with parents, developing transition plans for adolescents with disabilities, using various forms of assistive technologies, developing behavioral interventions, displaying professional behaviors, and working closely with those in community agencies. Our courses and assessment plan have continuously been updated to reflect these and other critical teacher expectations, as recommended by members of our accrediting agencies.

Another factor influencing our curriculum and assessment plan is the accountability movement in higher education. Candidates must now take and pass a number of assessments to gain entry into the program, to continue in the program, and to successfully exit the program. For example, for program entry, candidates must take and pass the Test of Academic Proficiency (TAP), ACT, or SAT, have at least a 2.5 GPA, pass a safety tutorial test, have a negative TB test, pass a background check, and meet disposition assessments. To continue in the program, candidates must demonstrate mastery of specific state and national standards, maintain a 2.5 GPA, and pass disposition assessments. To be recommended for licensure, candidates must pass the edTPA, pass several state licensure tests, and meet disposition assessments. Many of these assessments are now part of our overall assessment plan.

Additional factors contributing to the way we prepare teacher educators and assess their knowledge, skills, and dispositions include on-going changes in teacher preparation, such as revised and updated standards offered by our accrediting agencies, competition from on-line universities, lower enrolments in teacher preparation programs nation-wide, and declining resources from the state. Consequently, the special education faculty, special education clinical coordinator, and advisors meet monthly throughout the semester to plan and evaluate program initiatives, evaluate programmatic assessment activities, discuss issues related to clinical and advising practices, and review student concerns and the effectiveness of the dispositions process. These regular meetings provide a regular forum to discuss formative (and summative) assessment results and make program changes, accordingly.

The program is also guided by an external Professional Advisory Committee (PAC). Members of this committee include special education teachers, principals, and special education administrators from the surrounding region, graduates from the program who are working in the field, adjunct faculty, and clinical supervisors. Regular meetings of the PAC provide an opportunity for faculty to present and obtain feedback on new initiatives and learn about potential changes in district policies and practices. They also provide a forum for discussing program goals and objectives, program strengths, areas for improvement, and partnerships among the Special Education program, school districts, and cooperatives.

Information gained from faculty meetings and PAC meetings is essential to the planning and assessment cycles of the program. As a result, faculty engage in critical thinking about program planning and future directions, course offerings and rotation of courses, changes to the field and student teaching.

The Special Education program provides a broad range of professional knowledge, skills, and dispositions for candidates preparing to become exemplary special education teachers. Faculty have carefully designed and coordinated field experiences and course work based on policies, standards, and frameworks of the university, the College of Education, the Illinois State Board of Education (ISBE), and our national organization, Council for Exceptional Children (CEC).

Goals of the undergraduate Special Education programs are based on:

Illinois Professional Teacher Standards

Illinois Core Language Arts Standards for All Teachers

Illinois Core Technology Standards for All Teachers

Illinois Content Standards in Specialization Areas (LBS I, Vision)

Council for Exceptional Children (CEC) Content Standards and Knowledge and Skill Sets Essential for All Special Educators at the initial preparation level

NCATE/CAEP Standards

NIU Conceptual Framework

Association for Education and Rehabilitation of the Blind and Visually Impaired (AER)

2. Student Learning Outcomes (SLOs)

Student Learning Outcomes:

According to our most recent assessment plan, the following are our student learning outcomes.

1. Candidates will recognize components of and write detailed lesson plans, instructional plans, co-taught lesson plans, transition plans, and edTPA plans for students with vision issues as well as those with mild, moderate, and severe disabilities based on unique individual student needs and characteristics (recognition is assessed on the state test; write is assessed via written lesson plans); all skills with at least 80% accuracy

2. Candidates will recognize components of and write legally correct, individualized, and appropriate IEPs (individualized education plans) for students with disabilities based on

unique individual needs and characteristics (recognition is assessed on the state test; write is assessed on an assignment); both skills with at least 80% accuracy

3. Candidates will recognize components of and write a detailed individualized behavior plan for a student with challenging behavior (recognition is assessed through the state test; “write” is assessed through the written plan with the target performance at least 80% accuracy)
4. Candidates will correctly describe and demonstrate the use of at least 3 assistive technologies to use for students with disabilities (assessed through demonstration check-out with at least 80% accuracy) [Note: Slight change from the term “identify” in previous iterations to the better descriptive term demonstrate] (assessed on several technology projects)
5. Candidates will correctly administer, score, and write accurate interpretations of scores from a standardized, achievement test (each of these skills is separately assessed on the assessment project rubric; interpreting scores is also assessed on the state test); each skill with at least 80% accuracy
6. Candidates will display appropriate collaborative and professional behaviors and dispositions in NIU classes, clinicals, student-teaching, and on-the-job (assessed through dispositions rating scale and student teaching rating scale)
7. Candidates will successfully write appropriate lesson plans for students with disabilities, teach those lesson plans, maintain appropriate classroom management, communicate with other teachers, parents, and administrators, display professional behavior, and assume the roles and responsibilities of a first-year teacher with minimal supervision during the student teaching experience, as measured by the student teaching evaluation rating scale (earning an average median score of “3” or better in each of the 5 areas on the student teaching rating scale) as well as successful completion of the edTPA
8. Candidates will describe (in written form) their individual strengths and skill areas for improvement as well as strengths of the NIU special education undergraduate program and areas for improvement (each of these skills is separately assessed on various surveys), note high levels of program satisfaction and preparation for their future positions and receive at least 80% of “satisfactory” ratings regarding their preparation as noted by PAC committee members, employers, cooperating teachers, and student teaching supervisors

Assessment Tools

Our assessment plan includes a variety of assessment tools. We included employer surveys as one tool which we thought would assess some follow-up skills in our recent graduates. However, based on the content of those surveys and limited response rate, we will need to make some changes regarding their inclusion in the assessment plan. Also, it appears that the cooperating surveys and supervisor surveys will no longer be disseminated, so we may need advice on whether or not to continue these assessments.

3. Program-by-Baccalaureate Student Learning Outcomes Matrix

Program Student Learning Outcome	Baccalaureate Student Learning Outcomes							
	A. Global inter-connections and inter-dependencies	B. Intercultural competencies	C. Analyze human life and natural world inter-connections	D. Critical, creative, and independent thought	E. Communicate clearly and effectively	F. Collaborate with others	G. Quantitative and qualitative reasoning	H. Apply knowledge/skills creatively
1. Recognize parts of and write various kinds of lesson plans		M		M	S	S	M	S
2. Recognize components of and write a legally-correct Individualized Education Plan (IEP)				M	M		M	M
3. Recognize components of and write behavior plans				M	M	M	M	S
4. Describe and demonstrate assistive technologies		M		M		M	M	M
5. Accurately administer, score, and interpret scores from various types of tests				M	M		S	M
6. Display appropriate professional dispositions		S				S		
7. Successfully assume roles and responsibilities during student teaching				S	S	S	S	S
8. Describe personal and program strengths and areas for improvement and receive satisfactory ratings from supervisors						M	M	
Overall		M		M	M	S	M	S

4. Curriculum Map

Course	Program Student Learning Outcomes						
	Recognize parts of and write and teach lesson plans	Recognize components of and write IEPs	Recognize components of and write behavior plans	Identify and describe assistive technologies	Administer, score, interpret scores from tests	Display appropriate professional dispositions	Describe personal and program strengths and areas for improvement
SESE 240		B	B	B		B	B
SESE 370	B	B	B	B		B	
SESE 415	B	D		D	B	B	
SESE 416	B					B	
SESE 417			D		D	B	
SESE 418	B					B	B
SESE 444	D	D		D	D	D	
SESE 447	D			D		D	
SESE 448	D				D	D	
SESE 449	D					D	D
SESE 419						D	
SESE 460	P	D		D	D	P	
SESE 461				P		P	
SESE 463	P					P	D
ETR 434					P	P	
SESE 491/492	P	P	P	P	P	P	P

Note. Course supports the outcome at the B=beginning, D=developing, or P=proficient level.

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

5. Assessment Methods

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
First Year Composition Assignment	Students are assigned a writing task in which they are to: (1) question the rhetorical appeal of written discourse; (2) invent, articulate, and understand their own ideas in the context of others; (3) use research to clarify and support positions; (4) demonstrate an awareness of the audience; (5) demonstrate control of genre and disciplinary conventions; and (6) demonstrate control over syntax and mechanics.	A student will receive a score of Meets (3) or better on each of the six performance criteria on the rubric.	85% of all students will meet the student-level target (i.e., receive a score of Meets (3) or better on each of the each of the six performance criteria on the rubric).	During the last week of Spring semester	Course instructor	1, 3, 4

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
1. A) Lesson plan in SESE 444; Co-taught lesson plan in SESE 447; Instructional plan in SESE 461; Transition plan in SESE 448; edTPA practice lesson plan in SESE 460; final edTPA in student teaching	A) After learning the faculty-approved lesson plan format, in these various classes, candidates write various kinds of lesson plans which they then teach in their clinical setting with supervision from their cooperating teacher. The candidate submits a written lesson plan which is evaluated by the course professor using a faculty-approved rubric. Special Note: These various types of lesson plans are required by our accrediting bodies.	A) A candidate will earn at least 80% of the total points on each lesson plan with no more than (2) “does not meet” scores on any given rubric item	A) 80% of all candidates will earn at least 80% of the total points on the rubric	A) About 2/3 through the course; every semester	A) Course professor	1
B) Instructional Planning subtest of the state LBS-1 test	B) Candidate’s knowledge of lesson plan components are also assessed on the Instructional Planning subtest of the state LBS-1 test. Candidates take the state LBS-1 test toward the end of their program but before student teaching.	B) A candidate will earn a score of 240 or more on the Instructional Planning subtest on the state LBS-1 test	B) 80% of all candidates will earn a score of 240 on the Instructional Planning subtest on the state LBS-1 test	B) End of program but prior to student teaching	B) Assessment coordinator	1

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
2. A) IEP writing in SESE 415	A) Candidates read a case study of an elementary student with a disability and write a legally-correct IEP for that case study student. They complete all of the necessary forms and pages on the Illinois IEP document.	A) A candidate will earn at least 80% of the total points on the IEP rubric lesson plan with no more than (2) “does not meet” scores	A) 80% of all candidates will earn at least 80% of the total points on the rubric	A) About 2/3 through the course; every semester	A) Course professor	2
B) Assessing Students and Developing Individualized Programs subtest on the state LBS-1 test	B) Candidate’s knowledge of IEP components are also assessed on the Assessing Students and Developing Individualized Programs Planning subtest of the state LBS-1 test. Candidates take the state LBS-1 test toward the end of their program but before student teaching.	B) A candidate will earn a score of 240 or more on the Assessing Students and Developing Individualized Programs subtest on the state LBS-1 test	B) 80% of all candidates will earn a score of 240 on the Assessing Students and Developing Individualized Programs subtest on the state LBS-1 test	B) Toward the end of the candidate’s program but must be taken prior to student teaching	B) Assessment coordinator	2

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
3. A) Behavior plan in SESE 417	A) Candidates write a behavior plan for a student in their clinical classroom and implement that behavior plan. They assess the student, develop a behavioral improvement goal (in consultation with their cooperating teacher), and teach the child appropriate behavior. Candidates take data and chart the child's behavior improvement.	A) A candidate will earn at least 80% of the total points on each lesson plan with no more than (2) "does not meet" scores on the rubric	A) 80% of all candidates will earn at least 80% of the total points on the rubric	A) About 2/3 through the course; every semester	A) Course professor	3
B) Managing the Learning Environment and Promoting Students' Social Interaction and Communication Skills subtest on the state LBS-1 test	B) Candidate's knowledge of Behavior Plans is also assessed on the Managing the Learning Environment and Promoting Students' Social Interaction subtest of the state LBS-1 test. Candidates take the state LBS-1 test toward the end of their program but before student teaching.	B) A candidate will earn a score of 240 or more on the Managing the Learning Environment and Promoting Students' Social Interaction and Communication Skills subtest on the state LBS-1 test	B)) 80% of all candidates will earn a score of 240 on the Managing the Learning Environment and Promoting Students' Social Interaction and Communication Skills subtest on the state LBS-1 test	B) Toward the end of the candidate's program but must be taken prior to student teaching	B) Assessment Coordinator	3

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
4. A) Picture Exchange Communication System (PECS) Technology Check-out B) Dynamic Communication Board Project C) Alternative Augmentative Communication Devices and Switches Project D) Technology Check-outs in various classes These are all various forms of Assistive technologies	A-D) Candidates complete several learning modules about various assistive technologies and write answers regarding their use. They must demonstrate use of each technology with a performance “check-out” with the professor. A= Candidates demonstrate the PECS system B= Candidates develop a Communication Board C= Candidates demonstrate proficiency with several communication devices and switch devices D= Candidates complete modules and answer questions about various assistive technologies	A-D) A candidate will earn at least 80% of the total points on each rubric for each assignment and earn an average of 2.0 (meets standards) on the 3.0 scale on every rubric item	A-D) 80% of all candidates will earn at least 80% of the total points on the rubric	A-D) About 2/3 through the course; every semester	A-D) Course professor	4

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
5. A) Assessment project in ETR 434	A) Candidates administer, score, and answer questions about the meaning of scores from a standardized achievement test. Typically, they assess an elementary student on a widely-used achievement test in the field of special education.	A) A candidate will earn at least 80% of the total points on each lesson plan with no more than (2) “does not meet” scores on the rubric	A) 80% of all candidates will earn at least 80% of the total points on the rubric	A) About 2/3 through the course; every semester	A) Course professor	5
B) Assessment and Developing Individualized Programs subtest on the LBS-1 state test	B) Candidate’s knowledge in interpreting test scores is also assessed on the Assessing Students and Developing Individualized Programs Planning subtest of the state LBS-1 test. Candidates take the state LBS-1 test toward the end of their program but before student teaching.	B) A candidate will earn a score of 240 or more on the Assessing Students and Developing Individualized Programs subtest on the state LBS-1 test	B) 80% of all candidates will earn a score of 240 on the Assessing Students and Developing Individualized Programs subtest on the state LBS-1 test	B) End of candidate’s program but prior to student teaching	B) Assessment coordinator	5

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
6. A) Disposition assessment in all classes and clinicals B) Dispositions assessment in student teaching	A) Candidates are assessed on their professional behaviors in every class and every clinical. Professors indicate if the candidate’s behavior is satisfactory or un-satisfactory in several dispositional-related areas. B) Candidates are assessed on their professional behaviors during student teaching by their cooperating teacher on the student teaching rating scale in a special section assessing Professional Behaviors.	A) A candidate will earn a score of “1” on all categories of each rating on the Dispositions rating scale AND B) a candidate will earn a score of 3 (acceptable) or 4 (proficient) in all areas of the student teaching rating scale associated with professionalism	A) 95% of all candidates will earn 100% of the points on the disposition rating scale AND B) 85% of candidates will earn a score of “4” (proficient) on the student teaching rating scale items associated with professionalism	A) and B) During the midterm and final weeks of every semester	A) Course professor; Clinical supervisor; B) Cooperating teacher; Clinical coordinator	6
7. A) Student teaching rating scale B) ed TPA project	A) Student teaching candidates are assessed in 5 main areas on the student teaching rating scale. The cooperating teacher completes this rating scale and submits it electronically to the department clinical coordinator. B) Student teaching candidates complete the edTPA performance task. This includes tasks in planning, video-taping an instructional segment, assessing student outcomes, and reflecting upon one’s instruction.	A) A candidate will earn a median score of “3” or better in each of the 5 main areas on the student teaching rating scale B) A candidate will earn a score of 35 or higher on the edTPA, which is sufficient to pass the performance.	A) 95% of the candidates will earn ratings of “3” or better in each of the 5 main areas on the student teaching rating scale B) 90% of our candidates will earn a passing score on the edTPA	A) During the final weeks of the semester B) Before the conclusion of the student teaching experience and during the “submission” window of opportunity	A) Clinical coordinator; Assessment Coordinator B) Clinical coordinator; Assessment Coordinator	7 7

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
8. A) Reflection papers and program and department and student teaching surveys in SESE 418, 449, 463, 491	A) Candidates write reflection papers about their learning and performance and complete surveys about the special education program at NIU at various points in their program	A) A candidate will earn a score of “meets standards” on all rows on the survey rubric	A. (90%) of candidates will write at least one strength and one skill they could improve A. (90%) of candidates will write that they were satisfied with at least 80% of the program components A. (90%) of candidates will indicate that they were prepared for at least 80% of the program components	A) During the last few weeks of every semester	A) Course professor and assessment coordinator	7
B) Follow-up surveys to alumni	B) University officials distribute follow-up surveys to graduates	B) An alumni will indicate that he or she is satisfied with at least 80% of the program components	B) (90%) of the alumni will indicate that they are satisfied with at least 80% of the program components	B) 1, 3, and 5 years after graduation	B) Assessment coordinator	7
C) Supervisor surveys	C) University officials distribute surveys to student teaching supervisors and/or cooperating teachers	C)- D) Supervisors and Employers will note that the candidate was prepared for their position	C)- D) (90%) of supervisors and employers will note that candidates are prepared or well prepared in 80% of the standards	C) Toward the end of every semester D) 1, 3, and 5 years after graduation	C) Assessment coordinator D) Assessment coordinator	7

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method(s)	Explanation					
	Description	Student-Level Achievement ^a	Program-Level Target ^b	When Data Will be Collected	Person Responsible	SLOs
<p><i>Note.</i> ^a Student-level target is the score or performance an individual student must demonstrate to say the student met the student learning outcome. ^b Program-level target is the percent of all students that must demonstrate they meet the student learning outcome.</p>						

Assessment Methods-by-Outcomes Matrix

The assessment methods section concludes with an assessment methods-by-outcomes matrix that maps which assessments will measure a given student learning outcome. Use your curriculum map to identify key places in the curriculum where you could capture already existing assessment data to use as a measure of program student learning outcomes (e.g., major projects/performances, capstone experiences, etc.). Outcomes are listed in the first row, and each assessment method is listed in the first column. It is useful if assessments are listed in chronological order, from the first students will see, to the last. For each assessment method determine: (1) which outcome(s) it **primarily** measures, (2) if it is being used for formative (F) or summative (S) purposes, and (3) whether it is an indirect (I) or direct (D) measure of the student learning outcome. Formative assessments occur earlier in the curriculum and are used to see if students are on track and progressing sufficiently; summative assessments occur at or near the end of the curriculum and are used to see if students have successfully met the program student learning outcomes. Direct assessments are those that compellingly and clearly measure student performance (e.g., exam score, performance assessment, direct observation). Indirect assessments are rough estimates and proxies of student performance (e.g., self-reports of learning, alumni perceptions, etc.). Place an F or S and an I or D in the corresponding cell. This will map out where your degree program is planning to conduct formative and summative assessments using direct and/or indirect methods. Look for opportunities and gaps. *Capitalize on what you are already doing.* See how it aligns with the curriculum map. Below is an example of an assessment methods-by-outcomes matrix you can modify or model. Note that each assessment method does NOT have to measure ALL student learning outcomes. All assessment methods should be explained in the *Explanation of Assessment Methods* table.

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Program Student Learning Outcome						
	1. Recognize parts of and write and teach lesson plans	2. Recognize parts of and write IEPs	3. Recognize parts of and write and implement behavior plan	4. Describe and demonstrate assistive technologies	5. Correctly administer, score, and interpret scores from test	6. Display professional dispositions	7. Describe person and program strengths and areas for future growth
edTPA “practice” project	F, D				F, D		
Lesson plans in early course assignments	F, D		F, D		F, D		
Assistive Technology check outs in early courses				F, D			
Lesson plans in later courses	S, D		S, D		S, D		
Assistive Technology check outs in later courses				S, D			
IEP Project		S, D					
Assessment project in later course					S, D		
Disposition Rating Scale in early courses						F, D	
End of semester surveys							F, I
Disposition Rating Scale in later courses						S, D	

UAP Academic Program Assessment Plan and Status Report Rubric-Checklist

Assessment Method	Program Student Learning Outcome						
	1. Recognize parts of and write and teach lesson plans	2. Recognize parts of and write IEPs	3. Recognize parts of and write and implement behavior plan	4. Describe and demonstrate assistive technologies	5. Correctly administer, score, and interpret scores from test	6. Display professional dispositions	7. Describe person and program strengths and areas for future growth
edTPA final project conducted during student teaching	S, D						
Student teaching evaluation	S, D					S, D	
State certification test	S, I	S, I	S, I	S, I	S, I	S, I	
Student teaching surveys and course reflections/surveys							S, I
Employer Surveys, including PAC feedback						S, I	S, I
Cooperating teacher surveys	S, I				S, I	S, I	
Follow-up Alumni surveys							S, I
<i>Note.</i> F=formative assessment, S=summative assessment, D=direct assessment, and I=indirect assessment. See the paragraph above for an explanation of each type of assessment.							