

GEORGIA SOUTHERN UNIVERSITY
COLLEGE OF EDUCATION
DEPARTMENT OF TEACHING AND LEARNING
B.S.ED. IN SPECIAL EDUCATION
INSTITUTIONAL EFFECTIVENESS PLAN (MARCH 2004)

PROGRAM LEARNING OUTCOMES	ASSESSMENT METHODOLOGIES	ACHIEVEMENT STATUS	FEEDBACK AND IMPROVEMENT
	<p>Candidates must meet all admission requirements for the Teacher Education Program prior to entrance into the Special Education Program, including completion of the Pre-Professional Block and Capstone presentation.</p>	<p>Achieved</p>	<p>The PPB Block and Capstone event have been revised several times to more effectively meet the needs of students and school systems. Field experiences have been increased and refined.</p>
<p>GSU's Special Education Program graduates at the B.S.Ed. and/or initial certification level will:</p> <ol style="list-style-type: none"> demonstrate the use of pedagogy which is clearly rooted in the proposals of the National Education Goals and meets the International Standards for Preparation and Certification of Special Education Teachers identified by the Council for Exceptional Children 	<p>Analyze performance of the learning outcomes in each of the artifacts collected in:</p> <p>SPED 3234 Curriculum in Special Education Unit of Instruction - Presented in Portfolio Checkpoint Two</p> <p>SPED 4230 P-5 Methods Case Study</p> <p>SPED 4231 6-12 Methods Transition Plan</p> <p>SPED 4231 6-12 Methods Technology Plan</p> <p>SPED 4733 Practicum III</p> <p>SPED 4734 Practicum IV</p> <p>All Presented in Portfolio Checkpoint Three</p>	<p>Achieved</p>	<p>At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty, Program Action Team members, and Demonstration Teachers. This process will continue.</p>

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	<p>SPED 4799 Student Teaching - Presented in Portfolio Checkpoint Four</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>		
<p>2. identify the learning needs of individuals with mild disabilities based on typical and atypical developmental characteristics including social, emotional, cognitive, and physical development</p>	<p>Analyze performance of the learning outcomes in each of the following artifacts:</p> <p>SPED 3130 Characteristics Case Study</p> <p>SPED 3131 Assessment Case Study</p> <p>SPED 3133 Procedures Case Study</p> <p>SPED 3711 Practicum I Field Based Requirements</p> <p>All presented in Portfolio Checkpoint One</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>	<p>Achieved</p>	<p>At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty, Program Action Team members, and Demonstration Teachers. This process will continue.</p>
<p>3. demonstrate the application of a variety of assessment procedures to gather pertinent data for making decisions about specialized programming</p>	<p>Analyze performance of the learning outcomes in artifacts generated in</p> <p>SPED 3131 Assessment</p> <p>SPED 3711 Practicum</p> <p>Presented in Portfolio Checkpoint One</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>		<p>At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty, Program Action Team members, and Demonstration Teachers. This process will continue.</p>
<p>4. design individual programs for</p>	<p>Analyze performance of the learning</p>	<p>Achieved</p>	<p>At each portfolio checkpoint students</p>

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students of diverse learning styles and cultures across the life span	<p>outcomes in artifacts generated in</p> <p>SPED 3133 Procedures</p> <p>SPED 3711 Practicum I</p> <p>Presented in Portfolio Checkpoint One</p> <p>SPED 4733 Practicum III</p> <p>SPED 4734 Practicum IV</p> <p>Presented in Portfolio Checkpoint Three</p> <p>SPED 4799 Student Teaching</p> <p>Presented in Portfolio Checkpoint Four</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>		are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty, Program Action Team members, and Demonstration Teachers. This process will continue.
5. apply a range of effective teaching methods, both traditional and contemporary, for use with students with mild disabilities	<p>Analyze performance of the learning outcomes in observations of teaching, using specific observation checklists in:</p> <p>SPED 4733 Practicum III</p> <p>SPED 4734 Practicum IV</p> <p>SPED 4799 Student Teaching</p>	Achieved	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty, Program Action Team members, and Demonstration Teachers. This process will continue.
6. design classroom environments that foster	Analyze performance of the learning	Achieved	At each portfolio checkpoint students

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effective instructional and behavioral management	<p>outcomes in each of the artifacts collected in</p> <p>SPED 3231 Classroom Management – Presented in Portfolio Checkpoint Two</p> <p>SPED 4799 Student Teaching – Presented in Portfolio Checkpoint Four and Observed on site, using a field-supervision evaluation form</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>		are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty
7. demonstrate the use of curricula available in general education classrooms and strategies for adapting such curricula for use with students with mild disabilities	<p>Analyze performance of the learning outcomes in artifacts generated in:</p> <p>SPED 3232 Strategic Instruction in the Content Areas SPED 3234 Curriculum Presented in Portfolio Checkpoint Two</p> <p>Portfolio Presentation Evaluation Forms are used for all Checkpoints</p>	Achieved	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty
8. identify and use instructional and assistive/adaptive technology within the classroom	<p>Analyze performance of the learning outcomes utilizing the Technology Plan artifact generated in SPED 4231 and included in Portfolio Checkpoint Three</p> <p>Analyze performance of the learning outcomes in field-based experiences in</p>	Achievement	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty

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	SPED 4733 Practicum III SPED 4734 Practicum IV SPED 4799 Student Teaching Portfolio Presentation Evaluation Forms are used for all Checkpoints		
9. demonstrate communication skills needed to respond to the concerns of the families of individuals with disabilities	Analyze performance of the learning outcomes through artifacts and coursework in SPED 4430, and included in Portfolio Checkpoint Three. Portfolio Presentation Evaluation Forms are used for all Checkpoints	Achieved	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty
10. demonstrate basic collaborative skills involved in the provision of services to individuals with disabilities	Analyze performance of the learning outcomes through artifacts and coursework in SPED 4430, and included in Portfolio Checkpoint Three. Additional analysis is available through observations using appropriate forms in SPED 4733 Practicum III SPED 4734 Practicum IV SPED 4799 Student Teaching Portfolio Presentation Evaluation Forms are used for all Checkpoints	Achieved	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year the portfolio process has been modified in some way based on this input and the input of faculty
11. demonstrate skills necessary to assume the responsibilities associated with being a beginning teacher of	Analyze performance of the learning outcomes by observation and artifacts developed in SPED 4799 Student Teaching.	Achieved	At each portfolio checkpoint students are requested to provide feedback regarding coursework requirements and portfolio requirements. Each year

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individuals with mild disabilities.	Portfolio Presentation Evaluation Forms are used for all Checkpoints		the portfolio process has been modified in some way based on this input and the input of faculty