

Table 6 Summary of Current Student Performance Data: Early Childhood (EC)

(Core) = core classes taken by all special education majors

(M/M) = specialization classes taken by students seeking mild/moderate endorsement

(SEV)= specialization classes taken by students seeking severe endorsement

(EC) = specialization classes taken by students seeking early childhood endorsement

EC Standard	Special Education Course	Type of Data	Program & Assessment Summary	
			Strengths	Needs
<b>1 Skills</b>  <b>Philosophical, Historical, Legal Foundations</b>	SPED 5710 SPED 5730 SPED 5810	<ul style="list-style-type: none"> <li>• Multiple choice quiz</li> <li>• Short answer test</li> <li>• Unit assignments</li> <li>• Application questions</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills in specialty classes</li> <li>• Objectives Tests and Authentic Application Assignments effectively measure these skills</li> </ul>	None
<b>2 Skill</b>  <b>Characteristics of Learners</b>	SPED 5820 SPED 5810 SPED 5710	<ul style="list-style-type: none"> <li>• Case studies</li> <li>• Unit assignments</li> <li>• Objective tests</li> <li>• Posters</li> <li>• Parent surveys</li> <li>• Teaching observations</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills in specialty classes and practicum</li> <li>• Multiple types of performance assessment include Objective Tests, Authentic Application Assignments, and Observation data.</li> </ul>	None
<b>3 Skill</b>  <b>Assessment, Diagnosis, &amp; Evaluation</b>	SPED 5730 SPED 5820 SPED 5810 SPED 5200	<ul style="list-style-type: none"> <li>• Test questions</li> <li>• Role plays</li> <li>• Case studies</li> <li>• Teaching observation</li> <li>• Portfolio checklist assignment</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills for standards S1-3, S5-8, and S10-12 in specialty classes and practicum</li> <li>• Multiple types of performance assessment within and outside the program including Objective Tests, Authentic Application Assignments, Portfolio, Observation data, and Performance of Program Graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• S4 Procedures for specific sensory &amp; motor</li> <li>• S9 Engage child in self assess</li> </ul>

<b>4 Skill</b> <b>Instructional Content &amp; Practice</b>	SPED 5730 SPED 5820 SPED 5200 SPED 5810 SPED 5200 SPED 5510 FHD 3120	<ul style="list-style-type: none"> <li>• Test questions</li> <li>• Unit assignments</li> <li>• Role plays</li> <li>• Portfolio assignment</li> <li>• Teaching observation</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills in specialty classes and practicum for most standards</li> <li>• Multiple types of performance assessment within and outside program included for most standards</li> </ul>	<ul style="list-style-type: none"> <li>• S2 Measured by role play only</li> <li>• S3 Measured by role play only</li> <li>• S12 Measured by test item only</li> </ul>
<b>5 Skill</b> <b>Planning &amp; Managing the teaching &amp; Learning Environment</b>	SPED 5820 SPED 5200 SPED 5510 SPED 5730 SPED 5810	<ul style="list-style-type: none"> <li>• Test questions</li> <li>• Unit assignments</li> <li>• Portfolio assignment</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Students demonstrate skills in specialty classes and practicum</li> <li>• Multiple types of performance assessment within and outside program including Objective Tests, Authentic Application Assignments, Portfolio and Performance of Program Graduates.</li> </ul>	None
<b>6 Skill</b> <b>Managing Student Behavior and Social Interaction Skills</b>	SPED 5730 SPED 5810 SPED 5820	<ul style="list-style-type: none"> <li>• Test questions</li> <li>• Unit assignments</li> <li>• Portfolio assignment</li> <li>• Teaching observation</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple types of performance assessment within and outside program including Objective Tests, Authentic Application Assignments, Portfolio, Observation Data, and Performance of Program Graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• S1 Strategies of self control</li> <li>• S3 Facilitate interactions - just observe now</li> </ul>
<b>7 Skill</b> <b>Communication and Collaborative Partnerships</b>	SPED 5810 SPED 5730 SPED 5830	<ul style="list-style-type: none"> <li>• Test questions</li> <li>• Unit assignments</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple types of performance assessment within and outside including Objective Tests, Authentic Application Assignments, Portfolio, Observation Data and Performance of Program Graduates.</li> </ul>	<ul style="list-style-type: none"> <li>• S8 Implement services with due process &amp;</li> <li>• S9 Evaluate services</li> </ul>

<b>8 Skill</b> <b>Professional-</b> <b>ism and</b> <b>Ethical</b> <b>Practices</b>	SPED 5810 SPED 5730 SPED 5820	<ul style="list-style-type: none"> <li>• Test items</li> <li>• Unit assignments</li> <li>• Case studies</li> <li>• Alumni Survey</li> <li>• Employer Evaluation of Alumni</li> </ul>	<ul style="list-style-type: none"> <li>• Multiple types of performance assessment within and outside including Objective Tests , Authentic Application Assignments, and Performance of Program Graduates</li> </ul>	<ul style="list-style-type: none"> <li>• S3 Professional development plan</li> <li>• S4 Participate in professional organization</li> </ul>
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