

**Exceptional Education - Initial Preparation (Undergraduate Level)
Annual Program Assessment Report
Academic Year 2007-08
September 15, 2008**

1. Continuous Assessment Results

a. Admission Data

Table 1 provides the average admission test scores and average admission GPAs of Exceptional Education candidates approved by the Professional Education Council (PEC) for admission into initial teacher preparation programs during the 2007-2008 academic year. Before the Office of Teacher Services submits their names for review and approval by the PEC, candidates must meet minimum requirements established by the state and/or the WKU Professional Education Unit.

Table 1 Approved Candidate Test Score Averages by Program

Major Code	ACT		PPST Math		PPST Read		PPST Write		SAT		Admit GPA	
	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean	N	Mean
Special Ed	16	23	2	176	2	180	2	175	2	1050	42	3.30

b. Course Based Assessment Data

Table 2 provides the percentage of candidates scoring at each level of proficiency on critical performances within Exceptional Education courses for the 2007-08 academic year. Proficiency levels are based on a scale of 1 - Standard Not Met, 2 - Standard Partially Met, 3 - At Standard, and 4 - Above Standard.

Table 2 CP Proficiency Level Percentages

COURSE	1	2	3	4
EXED - 330	0%	2%	27%	70%
EXED - 331	0%	0%	0%	100%
EXED - 332	0%	0%	7%	93%
EXED -333	0%	0%	29%	71%
EXED -334	0%	0%	0%	100%
EXED -415	0%	0%	60%	40%
EXED -417	0%	0%	0%	100%
EXED -418	0%	0%	0%	100%
EXED -419	0%	0%	23%	77%
EXED - 422	0%	0%	24%	76%
EXED - 430	0%	0%	100%	0%
EXED - 431	0%	0%	25%	75%
EXED - 434	0%	6%	47%	47%

Table 3 indicates the level of Exceptional Education candidate proficiency across critical performances related to the Kentucky Teacher Standards. Candidates receiving an overall rating of 3 or 4 on a CP are considered to have demonstrated proficiency on the standards associated

with the CP. Compared to the unit-wide results, Exceptional Education candidates are typically performing as well or better than average.

Table 3 Percent of Exceptional Education Candidates Scoring Proficient on CPs by KTS

PROGRAM	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Exceptional Ed.	100%	95%	96%	99%	96%	99%	97%	100%	99%	100%
Unit Wide	91%	92%	95%	92%	94%	91%	95%	98%	92%	98%

Table 4 indicates the number of Exceptional Education candidates who have scores 2 or lower (below proficiency) on 3 or more critical performances during the 2007-08 academic year.

Table 4 Exceptional Education Candidates (N = 12) Scoring Below Proficient on CPs (2007-08)

WKU ID	1	2	Grand Total
800133293		1	1
800277903		1	1
800328074	1		1
800408202	1	1	2
800430532		2	2
800434375		1	1
800435406		1	1
800448341	1		1
800480935		1	1
800482716		1	2
800484131		1	1
800496257		1	1

c. Clinical Experiences Data

The Exceptional Education program has identified the following courses and experiences to evaluate candidate dispositions: EDU 250, EXED 334, EXED 416, and EXED 490. The program has identified the following courses and experiences where candidates report the diversity of their field experiences: EXED 334 and EXED 416.

Table 5 reports how 2007-08 Exceptional Education program candidates performed on dispositions as they entered and progressed through their program and during their student teaching experience. Students are considered "proficient" who average a 3 or higher on each disposition category.

Table 5 Exceptional Education Proficiency Rates on Unit-Wide Dispositions

Period	WKU Professional Education Dispositions				
	Values Learning	Values Personal Integrity	Values Diversity	Values Collaboration	Values Professionalism
Prior to Student Teaching	94%	100%	100%	100%	100%
During Student Teaching	100%	100%	100%	100%	100%

Over the 2007-08 academic year, 420 candidates reported demographic information on 1146 field placements with an average of 22% diversity (based on National Center for Education

Statistics). This diversity percentage continues to be well above the average 11% diversity of the schools in the 31 counties that represent our service area. Table 6 reveals the percentages of field experiences with various characteristics. Note that candidates could choose all the characteristics that applied for any given experience.

Table 6 Percentages of Field Experience by Category Types

Context					
Mainstreamed Class	Resource Room	Collaboration	Pullout Program	Tutorial/Enrichment	
65%	18%	42%	27%	17%	
Working With Students With Special Needs					
Physical Disability	Learning Disability	Mental Disability	EBD	Gifted	ELL
13%	65%	8%	38%	50%	45%
Working with Diverse Students					
African American	Native American	Latino/Hispanic	Asian American	Other	
83%	8%	61%	39%	35%	

Overall, in 83% of their field experiences Exceptional Education candidates reported working with at least one student with special needs and in 92% of their field experiences candidates reported working with at least one student from a diverse ethnic group.

- d. *Culminating Assessment Data – Be sure to include impact on P-12 student learning data.*

As Component 4 of the WKU Professional Education Unit Continuous Assessment Plan (CAP) strategy, all initial preparation candidates complete a culminating assessment of professional and pedagogical knowledge and skills, the Teacher Work Sample (TWS). This assessment is also used to demonstrate candidates’ ability impact P-12 student learning. In particular, candidate performance on Assessment Planning and Analysis of Student Learning has been identified as key indicators of candidates’ ability related to student learning.

Although in spring 2008 the Professional Education Council agreed that candidates who score a holistic score of at least “2 – Developing” are able to exit the program, for program evaluation purposes our goal is that at least 80% of program candidates will achieve “3 – Proficient” or higher. Table 7 represents two-year proficiency rates for Exceptional Education candidates.

Table 7 Initial Preparation TWS Proficiency Rates

Program Type	2007-08 Rate	2006-07 Rate†
Exceptional Education	96%	*
Unit-Wide	86%	71%

†Results are based on “independent scorers”; this and future reports will only include faculty scores.

Because faculty also score TWS at the indicator level, we are able to use their scores to ascertain candidate success in meeting each component of the TWS. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard. Chart 1 depicts the percentage of Exceptional Education candidates who averaged at least 2.5 on the indicators for each TWS Factor: CF – Contextual Factors, LG – Learning Goals, AP – Assessment Plan, DFI –

Design for Instruction, IDM – Instructional Decision Making, ASL – Analysis of Student Learning, and RSE – Reflection and Self-Evaluation.

Table 8 Percentage by Program of Candidates who “Passed” Each Teacher Standard

	KTS1	KTS2	KTS4	KTS5	KTS6	KTS7	KTS9
Exceptional Ed	*	*	*	*	*	*	*
Unit-Wide	90%	87%	88%	74%	79%	77%	75%

* = Data not available

Additionally, all candidates are assessed during their student teaching experience using the Student Teaching Evaluation form. Table 9 reports the percentages of 2007-08 Exceptional Education student teachers successful on each standard. For program evaluation purposes, candidates are considered successful who average at least 2.5 on a three point scale (1 – Not Met, 2 – Partially Met, and 3 – Met) on indicators aligned to a standard.

Table 9 Exceptional Education Proficiency Rates by Kentucky Teacher Standards

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Exceptional Ed.	100%	100%	100%	100%	92%	92%	100%	100%	100%	100%
Unit-Wide	97%	94%	96%	93%	92%	94%	91%	95%	99%	92%

e. Exit and Follow Up Data

Table 10 delineates the Educational Testing Services reports of pass rates on the Exceptional Education Praxis II content exams of candidates (N = 64) who completed the program in the 2006-07 academic year (the most recent year with complete data). The last column allows for pass rate comparison of our candidates to our 2005-2006 candidates.

Table 10 Pass Rates on Content Tests for Initial Teacher Preparation in Exceptional Education

Program/Type of Assessment	Code Number	Candidate N (2006-07)	WKU Pass Rate (2006-07)	WKU Pass Rate (2005-06)
Overall Academic Content Area Exam Statistics:		64	100%	100%
<i>Exceptional Education</i>				
SE Students with Mental Retardation	321	12	100%	100%
SE Applic of Core Principles Across EDUC. EXCEPTIONAL STUDENTS: CK	352	10	100%	100%
SE BEHAVIORAL/EMOTIONAL	353	29	100%	100%
ED EXCEPT STUDENTS: MILD/MOD DISABIL	371	-	-	100%
	542	13	100%	100%

Below are the results of the electronic WKU Teacher Survey sent to all WKU student teachers, of which 6 Exceptional Education students responded. Survey items requested the respondent’s perception of WKU preparation on each of the Kentucky Teacher Standards using a scale of 1 “Poor” 2 “Fair” 3 “Good” and 4 “Excellent.” Standards with average scores of 3 or better across items were considered to demonstrate acceptable program quality. Table 11 reports Exceptional Education student teacher results.

Table 11 Average Scores on Teacher Standards Questions by Program

Program	Kentucky Teacher Standards									
	1	2	3	4	5	6	7	8	9	10
Exceptional Ed.	3.33	3.43	3.60	3.40	3.46	3.79	3.33	3.38	3.33	3.21
Unit-Wide	3.42	3.39	3.54	3.33	3.22	3.34	3.29	3.15	3.36	3.01

2. Summary of Results by Kentucky Teacher and Program Standards

Overall, from the data collected pertaining to student performance on the KY Teacher Standards as well as the Council for Exceptional Children's Standards, the students in the EXED Undergraduate initial preparation program are performing very well. Graduates from our Exceptional Education program are uniquely qualified and eligible for certification for teaching students with Learning and Behavior Disorders as well as Moderate and Severe Disabilities. Our students are sought after in the region's school districts for hire and have a reputation of being well prepared. For example, nearly 100% of our graduates from 2006-2007 and 2007-2008 have secured teaching positions in their chosen field except two who chose to go on to graduate school full time and one who became a stay at home parent. While our graduates are performing well on the critical performance indicators for each course, an evaluation and assessment of the validity of those scores in relation to the standards are needed to maintain our historically high standards.

Table 12 below illustrates the relationship between the KY Teacher Standards and the Council for Exceptional Children's (CEC) Content Standards for professional practice in special education. Beginning special education teachers, such as the graduates of the Exceptional Education program at WKU, are expected to demonstrate their mastery of each standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area Knowledge and Skills for which they are being prepared.

Table 12 Comparison of Council for Exceptional Content Standards and KTS

CEC Content Standards	KY Teacher Standards
1. Foundations	1. Content Knowledge
2. Development and Characteristics of Learners	1. Content Knowledge 2. Designs/Plans Instruction
3. Individual Learning Differences	2. Designs/Plans Instruction 3. Learning Climate 4. Manages Instruction
4. Instructional Strategies	2. Designs/Plans Instruction 3. Learning Climate 4. Manages Instruction 5. Assessment
5. Learning Environments and Social Interactions	3. Learning Climate 4. Manages Instruction
6. Language	1. Content Knowledge
7. Instructional Planning	1. Content Knowledge 2. Designs/Plans Instruction 3. Learning Climate 3. Manages Instruction
8. Assessment	5. Assessment 6. Technology

9. Professional and Ethical Practice	7. Reflection 9. Professional Development
10. Collaboration	8. Collaboration 10. Leadership

By referring back to Table 9, 100% of graduates from WKU's Exceptional Education initial preparation programs score proficient or higher on 8 out of 10 Ky Teacher Standards as assessed through their Teacher Work Sample submitted during student teaching. The two KY Teacher Standards below 100% are standards 5 (Assessment) and 6 (Technology) of which both had 92% of candidates at proficiency. If taken to mean that the program's weaknesses in teacher preparation include development of teacher skills in Assessment and Technology, these results are in agreement with other measures such as the critical performance results (See Table 3) for Ky Teacher Standard 5. However, 99% of students were scoring proficient or higher in KY Teacher Standard 6 according to the Critical Performance scores (See Table 3). This discrepancy indicates a need to examine whether the critical performances are valid in measuring the KY Teacher Standards. According to anecdotal reports from faculty and Exceptional Education program graduates, skills in assessment and technology are weaker than in other areas assessed by the KY Teacher Standards. Critical performances of these areas need to be reviewed and revised to better assess progress at meeting these two standards. In addition, the content of two courses that have a main focus of Assessment and Technology need to be reviewed.

3. Summary of Reporting and Dissemination Results

Exceptional Education program faculty members meet on a regular basis during fall and spring semesters of each academic year. One faculty member has been responsible for program area assessment and coordination of data within the program since 2006-2007. This "Data Collection Coordinator" reports to the EXED faculty on issues pertaining to program assessment; needed changes; data required from each course; and on overall program assessment matters. In addition, the Data Collection Coordinator prepares the Unit Action Plan data, Academic Affairs Program Assessment Plans and Reports, the Quality Enhancement Plan, and the Academic Program Reviews. In keeping the program assessment to one faculty member, data maintenance is consistent across reports. All reports are reviewed by EXED program faculty before submitting to the department head and other responsible parties within the college and university. Each year, program assessment data is reviewed and evaluated for information which warrants program changes in curriculum mapping etc.

4. Summary of Key Discussions and/or Decisions

- a. *Describe any assessment or data collection changes you have made/will make based on your assessment results.*

As noted above, the program assessment data from 2007-2008 show the need to re-evaluate the critical performances and curriculum focused on assessment and technology. Faculty will meet and discuss options to improve instruction and assessment within the two areas noted.

- b. *Describe any program curriculum or experience changes you have made/will make based on your assessment results.*

EXED courses that focus on Assessment and Technology in the EXED undergraduate program include EXED 419, EXED 430, EXED 431, and EXED 434 and 490. Two courses in particular, EXED 419 and EXED 430, have a main content focus of Technology and Assessment. In spring 2009, a new faculty member with extensive expertise in Assessment will be teaching EXED 430 for the 2007-2008 academic year and has already begun plans to revise the course to include greater rigor and relevance to improve student performance on assessment tasks. In addition, a new adjunct faculty member with expertise in Assistive Technologies has begun teaching EXED 419 during the fall 2008 semester and has revised the course to include more applied technologies within the course content.

- c. Describe any decisions about group/individual student progress you have made/will make based on your assessment results.*

As noted above, changes in the two courses with the main focus on Assessment and Technology are being revised to reflect more rigor and relevance for our graduates pertaining to the two KY Teacher Standards where weakness was shown. In addition, an evaluation of all EXED Critical Performance Rubrics should be conducted to determine if results are over or under estimating student proficiency of KY Teacher Standards. A review of the overall curriculum mapping of the undergraduate program should also be conducted to determine whether some courses require revision to re-focus content on particular standards from the KY Teacher Standards as well as the CEC standards.