

Major Field Assessment
BA Special Education Mild/Moderate Disabilities and Elementary Education
(Grades 1-8)
Report of Results and Use

A review of the Major Field Assessment goals, outcomes and assessment procedures resulted in the following data collected from the LA Department of Education LATAAP results, PRAXIS scores, grade transcripts, advising notes, method's evaluation forms, student teaching evaluation forms, exit surveys of graduates, student interviews, portfolios, field placement data, and professional development data.

Based on collected data, Goal 1, Outcome 1 was successfully met with over 80% of the students rating their programs as satisfactory and over 90% of students scoring average or above on the cumulative student-teacher evaluation form. Likewise, the assessment criteria for Outcome 2, 3 and 4 were met. Candidates demonstrated knowledge of classroom organization and management techniques for individuals with disabilities; in collaborating with other educators, families, related service providers, and personnel from the community; of assessment principles and procedures for working with individuals with disabilities.

Based on collected data, the assessment criteria for Goal 2 was met, and students felt that our program provided learning activities and diverse field experience that enabled them to apply, synthesize, and evaluate knowledge in the development of teaching expertise through successful student teaching experiences, preparation for their first teaching experience, and effective communication skills.

Goal 3, to foster and maintain a positive environment for candidates' professional development, was met based on data collected from interviews, portfolio information, field placement documentation, teaching evaluations, and exit surveys. Graduates participated in professional development activities, were sensitive to individual needs, demonstrated an enthusiasm for teaching, and developed an awareness of professional and ethical behaviors and practices in the field of special education.

The faculty in the special education program meets at least once each month to discuss courses, prerequisites, and program effectiveness based on collected data. All course objectives have been aligned to state and national standards and are indicated on course syllabi. Faculty also had the opportunity to use collected data in writing CEC spa reports for NCATE accreditation. The state is planning a redesign for the undergraduate program in special education. Due to these expected changes, no catalogue or curriculum changes were made other than to breakdown the elementary add-on to Grades 1-5 and Grades 4-8 due to the redesign of the elementary Grades 1-8 program.