An Overview of Department of Special Education’s Multi-Stage Assessment Plan for Candidates Enrolled in Education Specialist Instruction Credential and Master of Arts Programs

Three Education Specialist Programs:
- Mild/Moderate Disabilities (MM)
- Moderate/Severe Disabilities (MS)
- Early Childhood Special Education (ECSE)

First Semester
- EDSE 102: Speech & Language Final Project Rubric by Instructor
- EDSE 279: Functional Behavioral Assessment (Waypoint Rubric) by Instructor
- Grade B or Better
- Dispositions Evaluation

Second Semester
- EDSE 285: Seminar on Issues Related to Teaching Exceptional Individuals (Literature Review)
- Grade B or Better
- EDSE 231: Issues and Research in Special Education (Research Methods)
- Grade B or Better

Third Semester
- EDSE 231X: Educational Research: Design and Implementation
- Institutional Review Board (IRB) Approval
- Grade B or Better
- Dispositions Evaluation

Fourth Semester
- EDSE 217A (MM)
- EDSE 154 (MS & ECSE)
- Directed Teaching Summative Evaluation Waypoint Rubric by
  (1) University Supervisor
  (2) District Principal Evaluation of interns
  (3) Master Teacher’s Evaluation of Student Teachers
- Teaching Portfolio
- COE Unit-Wide Diversity Rubric
- Dispositions Evaluation by University Supervisors
- EL Teacher Evaluation by Administrators

Type 1: Program Evaluations by Candidates
- Candidate Program Evaluation Form (Quantitative Data)
- Graduate/Candidate Feedback (Student Advisory Group) (Qualitative Data Collected at the Final Directed Teaching Seminar)
- CSU Center for Teacher Quality’s Quantitative Data

Type 2: Program Evaluations by Related Communities
- Community Advisory Council Meeting & Survey
- SELPA Director Meetings & Survey
- Intern Director Meetings & Survey

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