

2006-2007 COEAS  
Annual Program Review (APR) Report

Special Education  
Advanced Master's of Science Degree Program

**COEAS Assessment Retreat**  
University of Memphis Millington Center  
May 10, 2007

## 2006-2007 COEAS Annual Program Review (APR) Report

### Special Education Advanced Master's of Science Degree Program

#### List of Annual Program Review participants:

Janna Siegel Robertson, Kathy Cooter, Sandra M Cooley-Nichols , Renee Murley, Kay Reeves, Linda Page, David Bicard, Sara Bicard, Charlotte Fisher (Tipton County 6-12 Sped director), Rebecca Fik (MCS sped supervisor)

#### Section I - Assessment of Candidate Proficiencies

1.1 - What do the summarized key assessment, exit survey, and graduate follow-up survey data sets show about candidate performance on each standard that was assessed? Please address each program standard separately by providing a brief analysis of the data findings; and an interpretation of how those data provide evidence for meeting the standards.

There are so few MS students that analysis is difficult. We have only one program completer in the last two years and have only 6 students at the present time- none full time. Every student in the program is employed full time as a special educator in either public or private special education settings. The school personnel present knew all candidates except one and were pleased with their classroom and professional performance. The candidate from Lauderdale County has taught for 11 years and is on a continuing contract.

1.2 - What specific short-term actions will be taken during the 2007-08 academic year in order to improve candidate performance? What are the long-term action implications? Please specify tasks and timelines for planned actions.

Improving performance is not an issue in that our very few students do quite well in every class. Increasing the program size as well as adding an MS with emphasis in Applied Behavior Analysis is our plan. The classes leading to the MS and Board Certified Behavior Analyst certification start in Fall 2007. We also are adding certification classes for adding licensure in the Special Education Comprehensive to the summer as part of the MS. This will start summer 2008.

#### Section II - Assessment of Program Operations

2.1 - What do enrollment, exit survey, and graduate follow-up survey data sets show about the operations and quality of your program?

Exit surveys and feedback from school personnel indicate that our graduates stay in the profession and gain supervisory or leadership positions in both Memphis City and Shelby County Schools.

2.2 - What specific short-term actions will be taken during the 2007-08 academic year in order to improve program operations and quality? What are the long-term action implications? Please specify tasks and timelines for planned actions.

1. We will meet with part time faculty in August 2007 to increase consistency of syllabi and requirements.

## **2006-2007 COEAS Annual Program Review (APR) Report**

2. We will work with the department leadership fall 2007 to insure that dispositions are cross programmatic in nature and initiate discussions about how that information is shared confidentially.
3. We will meet with the Memphis City Schools Advisory Board in October 2007 and Shelby County Special Education staff in November 2007 to share with them grant programs, the MS/BCBA licensure sequence, and plans to offer extra licensure classes to summer programs for Special Education Comprehensive.
4. The RISE grant program which is an inclusion grant effort will be adding research parameters in the schools they serve which should facilitate more knowledge about the nature of inclusion efforts as well as success and concerns. This data collection begins in October 2007.

### **Section III - Assessment System**

3.1 - What changes need to be made in your program's candidate assessments and scoring guides or assessments of program operations during the 2007-08 academic year in order to provide more meaningful and useful data?

We do not have data to make recommendations about this query. To this point, no MS student has taken a COEAS assessment.

3.2 – Overall, how can the College of Education Assessment System be changed to provide more meaningful and useful evidence regarding candidate performance and program operations? Currently our COEAS assessments are given only to those students in a licensure track. Our MS students are not on that course sequence. Follow up may become more problematic when there are more candidates and COEAS assessments may be part of additional licensure should the candidate elect that route.