

**Program Completer Self-Assessment Scores for Special Education and Literacy/ESOL Specialist – Dec. 2018 – Sept. 2020**

From Dec. 2018-Sept. 2020 the program had 10 special education completers. Seven of the 10 completed the self-assessment for a 70% response rate. In this time period there was only one program completer in the Literacy/ESOL program for a 100% response rate.

Scale = 4 = Very well prepared, 3 = Well prepared, 2 = Not well prepared, 1 = Not prepared at all

**Special Education (n=7)**

Areas Assessed	Mean Scores
Have a solid understanding of the legal and philosophical foundations for Special Education.	3.71
Have a good understanding of assessment practices.	3.86
Have a good understanding of IEP's and planning instruction.	3.71
Have a good understanding of evidence-based practices.	3.57
Have effective communication skills to enhance collaboration and consultation.	3.71
Have a good understanding of the critical elements of language and literacy and math instruction.	3.43
Have knowledge and skills in the use of problem solving models (including PBIS, MTSS, FBA, etc).	3.86
Have a good understanding of family involvement and family resources.	3.57
To understand educational research, including conducting research and using data.	3.43
To effectively engage in critical thinking practices.	3.43
To understand and practice appropriate professional ethics.	3.57
Overall Mean	3.62

**Program Completer Self-Assessment Scores for Literacy/ESOL Specialist – Dec. 2018 – Sept. 2020**

One program completer

Areas Assessed	Mean Scores
To create and engage students in literacy practices that develop awareness, understanding, respect, and a valuing of differences in our society.	3.0
To create a literate environment that fosters reading and writing by integrating foundational knowledge, instructional practices, approaches and methods	3.0
To understand the theoretical and evidence-based foundations of reading and writing processes and instruction.	3.0
To use instructional approaches, materials, and an integrated, comprehensive, balanced curriculum to support student learning in reading and writing.	3.0

To recognize the importance of, demonstrate, and facilitate professional learning and leadership as a career-long effort and responsibility.	3.0
To demonstrate knowledge of language as a system, including phonology, morphology, syntax, pragmatics, and semantics, in order to support ELLs as they acquire receptive and productive skills, English language proficiency and literacy in the content areas.	3.0
To know theories and research in language acquisition, including the role native literacy plays in the SLA, and apply appropriate instructional strategies for effectively increasing English language proficiency and literacy in the content areas.	2.0
To demonstrate knowledge of the cultural dynamics of themselves, individual learners, school and community and their influence on classroom practice of learning.	3.0
To know and effectively implement a variety of research-based pedagogy for the differentiation of classroom instruction in order to meet grade-level content and language standards.	3.0
To understand educational research, including conducting research and using data.	2.0
To effectively engage in critical thinking practices.	3.0
To understand and practice appropriate professional ethics.	3.0
Overall mean	2.85