

NTID
Master's in Secondary Education for Deaf and Hard-of-Hearing Students Program Outcomes Assessment
Plan and Report for AY 2010-2011

Program Goal: Prepare graduates with skills and knowledge to gain employment as secondary school teachers of deaf and hard-of-hearing students.

Critical Outcomes for all Students		Assessment of Outcomes		Timeline		Results	
Domain/Task/Capability	Performance Criteria/Benchmarks	Instrument/Opportunity	Assessment of Performance	Develop	Collect	Summarization of Results	Use of Results
Teacher responsibilities/teaching capabilities	Students will demonstrate competence in the 6 competencies listed below: <i>a. Personal Characteristics</i> <i>b. Planning and Organization</i> <i>c. Teaching Performance</i> <i>d. Classroom Management and Discipline</i> <i>e. Evaluation</i> <i>f. Communication</i>	To occur as part of the student teaching experience	Note: Both assessments described below use the same six criteria: a. Personal Characteristics b. Planning and Organization c. Teaching Performance d. Classroom Management and Discipline e. Evaluation f. Communication (1) As assessed by the supervising teacher, the majority (75%) of ratings will be 4's and 5's for each of the six criteria as listed on the "Evaluation of Student Teachers" form. (2) As assessed by the College (NTID) Supervisor, at least 80% of the students will earn "B's" or better in student teaching.	Developed prior to 2003	Beginning Spring Qtr 2003	We had a very strong group of student teachers this year (total of 59 assignments between 20102 and 20103). Of the 59, 54 received A's (92%), two received B's (3%), and three (5%) received incomplete grades due to not having turned in their student teaching notebooks or have not received final evaluations from the cooperating teachers. Those students who received A's had better than 80% of 4 and 5 ratings from their cooperating teachers for each of the six criteria listed on their student teaching evaluation forms. The results of the ratings for the two who received B's were more mixed.	No substantive changes are planned.
Student teaching experience:	(80% of) the student teachers will be satisfied	Student Teacher Evaluation of	As assessed by each student teacher using the form from the	Developed	Beginning Winter Qtr 2003	The number of responses was much better this	As in the past, the program will continue to

Self appraisal	with their preparation for their student teaching assignment. Also, at least (80% of) the student teachers will rate 4's and 5's regarding their experience	their Experience Form	MSSE Student Teaching Handbook, "MSSE Student Teacher Evaluation of the Student Teaching Experience". Their comments will be both quantitative and qualitative.			time (35 total). Of the 35, 28 (80%) were satisfied with their preparation for student teaching. The other seven (20%) were mostly satisfied but there were some dissatisfaction related to classroom management, IEP, working with students with other disabilities. Some of them found writing lesson plans a challenge.	offer the classroom management workshop and emphasize the importance of writing clear lesson plans, especially in developing appropriate, measurable objectives. IEP writing and learning how to work with deaf students with other disabilities are still offered by the program. Students need to learn that these skills do improve with experience.
Certification	(75% will) pass the Liberal Arts and Science Test (LAST) and Assessment of Teaching Skills-Written (ATS-W) with total scores of 220 or better (as mandated by the NYS Education Dept	NYS Teachers Certification Exams: LAST and ATS-W	The data report is sent to RIT quarterly by the New York State Education Department. The scores are shared with the program director. The LAST has five sub areas: Scientific and Mathematical Processes, Historical and Scientific Awareness, Artistic Expression and the Humanities, Communication Skills, Written Analysis and Expression. The ATS-W has five sub areas: Knowledge of the Learner, Instructional Planning and Assessment, Instructional Delivery, The Professional Environment and a written assignment section	N/A	Beginning August 2002	100% of the fifteen students (both deaf and hearing) who took the LAST and ATS-W during this past year have passed. Six students took the CST-Deaf Ed before June 2011 and of those, five passed. Several took this test in June. The results will not be available until later in July. Five took the CST in their respective content areas and all passed.	The CST for deaf ed is still a challenge for our deaf students. We have continued to offer the preparation seminar, especially on speech and audiology, for our students. This will continue during the next academic year. We have also uploaded review materials for this test on Ideatools (as well as have the notebooks of materials available in the MSSE office).
Employment	(80% of) graduates will gain employment in	Contacts with the students before the start of the	Placement data is collected annually by the program director for the NTID Annual	N/A	Beginning September 2002	Of the 17 current graduates, seven have found	The program will continue to provide the support to the

	the profession of teachers of deaf and hard-of-hearing students at either schools for the deaf or mainstreamed programs	new school year. Follow-up contact one year after graduation	Report. The percentage of job placements is published in the annual report. Also, the names of the graduates and where they are employed is also shared with the Institute.			teaching positions at schools for the deaf, two were already employed while in the program, one accepted a position at NTID, six are actively seeking teaching positions and the status of one graduate is unknown. The final updates will occur during the next annual report.	students by offering the annual job search seminar, posting job announcements, and offering references.
Alumni Satisfaction	(75% of) the graduates will be satisfied with their preparation (scores of 3's or better on the question regarding satisfaction with their preparation) (80%) of alumni will indicate satisfaction with the instruction they received at NTID/RIT.	Follow-up One Year Questionnaire NTID Alumni Survey	Graduates will respond that they are satisfied with the MSSE program preparation by responding to specific questions on the follow-up questionnaire..."How satisfied are you with the preparation that the MSSE program provided you?" A scale of 1 (not satisfied) to 5 (highly satisfied) will be used. Alumni will rate their NTID/RIT experience as Good or Excellent (5-point scale) for the instruction they received.	Developed AY2002 AY 2007-2008	May 2002 AY 2007-2008	The alumni satisfaction survey was not conducted during this academic year. We are in the process of doing this during the end of AY 20114 and continue during AY 20111. We are in the process of finalizing the survey.	The survey results will be reported in the next outcomes assessment report.
Employer Satisfaction	(75% of) the employers (school administrators) will be satisfied with the preparation of the MSSE graduates they hired to teach (scores of 3's or better on the question regarding satisfaction	Follow-up Questionnaire	School administrators will respond that they are satisfied with the MSSE program preparation of their teachers by responding to specific questions on the follow-up questionnaire..."How satisfied are you with the preparation that the MSSE program provided your teacher(s)?" A scale	Developed 20051 and conducted in 20052.	Spring 2006	The employer satisfaction survey was conducted during the past academic year. Surveys were sent to 25 school administrators. Of those, 17 responded (and 12 were complete, response rate of	The program faculty is aware of need to better prepare the students for working in inclusive environment as well as work with deaf students with other disabilities. We just developed a new course

	with the preparation of our graduates)		of 1 (not satisfied) to 5 (highly satisfied) will be used			48%). All of the administrators rated our alumni a rating of 3 or better on all of the items (ranging from 3.0 to 4.33). The five top areas of strength are effective use of technology (4.33), practice professional ethics (4.13), basic knowledge of subject area (4.09), written communication (3.92), and showing empathy and sensitivity to all learners (3.75). The five relative weaknesses are working in inclusive classroom (3.0), evaluate student learning (3.0), writing and implementing IEP (3.09), monitoring and adjusting to needs of students (3.25) and working with special needs children (3.33).	(semester) titled, "Issues in Mainstreamed Education." We will continue to work with itinerant teachers during the field experience as well as open more opportunities for student teaching placements in these programs. We will also continue with the annual IEP writing seminars. We need to take a look at how we can improve what is covered in the assessment course as well as the course for teaching deaf students with secondary disabilities. Both courses have been revised during the semester conversion process.
Student Satisfaction	At least 75% of the MSSE graduates will be "more satisfied than not satisfied" about the quality of the MSSE program and coursework	Student Satisfaction Survey	The graduates will report on their level of satisfaction on the following areas: pedagogy, language and communication, foundations of education, and educational research (the four strand in the MSSE curriculum) as well as rate their overall satisfaction with the program	Developed during AY 2005-06	Piloted May 2006	Of the 17 recent graduates, 15 responded to this survey. 100% were either very satisfied (11) or somewhat satisfied (4) with the program. Everyone was satisfied with the courses (pedagogy) that prepared them for teaching; all but one was satisfied with	No substantive changes are planned. We have already revised the courses for the semester conversion.

						what they learned from the language and communication courses, and all but two were satisfied with what they learned from the foundations and research courses.	
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