

NTID

Master's in Secondary Education for Deaf and Hard-of-Hearing Students Program Outcomes Assessment

Plan and Report for AY 2012-2013

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		Performance Criteria/Benchmarks		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 Developed prior to 2003	Beginning Spring Qtr 2003 Beginning Winter Qtr 2003	Thirty-six students were given assignments during this past academic year. Of those, 27 students received A's, one received a B, two withdrew due to personal reasons and six still have incompletes (they still need to submit their student teaching notebooks. Those who received A's had well over 80% 4's' and 5's in the six competencies ratings.	Because of the upcoming edTPA (Teacher Performance Assessment) requirements, we are in the process of revising the student teaching handbook to reflect the requirements as well as explain the process to the future student teachers. We will test the process with the student teachers assigned during the fall semester. Those who are assigned during the spring quarter (students who enrolled in September 2012) will be required to go through the assessment process and submit their portfolios.
Student	(80% of) the student	Student	As assessed by each	Developed	Beginning	Only five	With the new

teaching experience: Self appraisal	teachers will be satisfied 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	Teacher Evaluation of their Experience Form	student teacher using the form from the MSSE Student Teaching Handbook, "MSSE Student Teacher Evaluation of the Student Teaching Experience". Their comments will be both quantitative and qualitative.		Winter Qtr 2003	students completed the form. Four of the five felt very positive about their student teaching experience. The fifth was not sure but did say that the program did prepare him/her (as did the other four) for the experience, especially in the methods courses, English Language Development and the microteaching experience. Some commented they wished the student teaching assignment was more than just eight weeks.	semester, it is possible that one of the two assignments could be nine weeks. Normally, each of the two assignments will be eight weeks. They will also be involved in the new edTPA process.
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	The number of test takers was very low this year. Only two took the LAST (and both passes) and one took the ATS-W (and passed). Two took the deaf ed CST (one passed, one failed). A small number of students took the certification tests in June. The results will not be available until July.	Requiring the GRE as part of the application process has been implemented with those applying for admission in September 2013. The program still purchase recent versions of the test preparation guides.
Employment	(80% of) graduates will gain employment in the profession of teachers of deaf and hard-of-hearing students at either schools for the deaf or mainstreamed programs	Contacts with the students before the start of the new school year. Follow-up contact one year after graduation	Placement data is collected annually by the program director for the NTID Annual Report. The percentage of job placements is published in the annual report. Also,	N/A	Beginning September 2002	According to the NTID Center on Employment, the placement rate for 20101-20104 grads is 95% (N=19 grads looked for	The program takes an active role in letting the students know about job vacancies. The director is

			the names of the graduates and where they are employed is also shared with the Institute.			jobs and reported that they were working).	often asked to be a reference (and has written numerous letters).
Alumni Satisfaction	<p>(75% of) the graduates will be satisfied with their preparation (scores of 3's or better on the question regarding satisfaction with their preparation)</p> <p>(80%) of alumni will indicate satisfaction with the instruction they received at NTID/RIT.</p>	Follow-up One Year Questionnaire NTID Alumni Survey	<p>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.</p> <p>Alumni will rate their NTID/RIT experience as Good or Excellent (5-point scale) for the instruction they received.</p>	Developed AY2002 AY 2007-2008	May 2002 AY 2007-2008	The last alumni survey was conducted in September 2011. We hope to do another survey during the 2013-2014 academic year.	Based on the past survey, the program has continued to offer seminars on classroom management, differentiated instruction. We believe that our new course, "General Instructional Methods" (piloted during the winter quarter) is and will be beneficial.
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 with the preparation of our graduates)	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 of 1 (not satisfied) to 5 (highly satisfied) will be used	Developed 20051 and conducted in 20052.	Spring 2006	The employer satisfaction was last conducted in 2010. It is in the plans to do this again during AY 2013-2014.	No comments
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	Nine students (33% of the potential graduates) completed the survey. All nine were satisfied with the quality of their education (three satisfied, six very satisfied). Both positive comments and constructive criticisms were given by the	There is still a need to improve the secondary disabilities course, especially in improving the students' ability to understand and write IEPs. The next instructor will be someone who has had

						students. A respondent stated the need for more AALANA instructors and students.	rich experience in this area (and the current instructor will be observing the classes). The program has been seeking strategies for increasing the number of AALANA students.
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