

Special Education– Graduate Outcome Survey Results – Spring 2017

How knowledgeable are you about these learning goals?	Spring 2017 N = 19
<p>Q7.1. TPE 1: Pedagogical Skills for Subject Matter</p> <p>Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction.</p>	<p><i>Extremely Knowledgeable</i>— 4 (21.05%)</p> <p><i>Very Knowledgeable</i> — 6 (31.58%)</p> <p><i>Moderately Knowledgeable</i> — 5 (26.32%)</p> <p><i>Slightly Knowledgeable</i> — 3 (15.79%)</p> <p><i>Not Knowledgeable at All</i>— 0 (0.00%)</p> <p><i>N/A</i> — 1 (5.26%)</p>
<p>Q7.2. TPE 2: Monitoring Student Learning During Instruction</p> <p>Monitors student progress based upon each students’ IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards.</p>	<p><i>Extremely Knowledgeable</i>— 4 (21.05%)</p> <p><i>Very Knowledgeable</i> — 12 (31.58%)</p> <p><i>Moderately Knowledgeable</i> — 5 (26.32%)</p> <p><i>Slightly Knowledgeable</i> — 3 (15.79%)</p> <p><i>Not Knowledgeable at All</i>— 0 (0.00%)</p> <p><i>N/A</i> — 1 (5.26%)</p>
<p>Q7.3. TPE 3: Interpretation of Assessments</p> <p>Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students’ progress and plan or modify instruction.)</p>	<p><i>Extremely Knowledgeable</i>— 2 (10.53%)</p> <p><i>Very Knowledgeable</i> — 11 (57.89%)</p> <p><i>Moderately Knowledgeable</i> — 4 (21.05%)</p> <p><i>Slightly Knowledgeable</i> — 0 (0.00%)</p> <p><i>Not Knowledgeable at All</i>— 1 (5.26%)</p> <p><i>N/A</i> — 1 (5.26%)</p>
<p>How much do these learning goals influence your professional life?</p>	
<p>Q9.1 TPE 1: Pedagogical Skills for Subject Matter</p> <p>Uses knowledge of the characteristics of students with moderate/severe disabilities and their effects on learning, skill development, and behavior to develop and deliver appropriate instruction.</p>	<p><i>Extremely</i>— 3 (15.79%)</p> <p><i>Very</i>— 8 (42.11%)</p> <p><i>Moderately</i>— 3 (15.79%)</p> <p><i>Slightly</i>— 2 (10.53%)</p> <p><i>Not at All</i>— 2 (10.53%)</p> <p><i>N/A</i> — 1 (5.26%)</p>

<p>Q9.2. TPE 2: Monitoring Student Learning During Instruction</p> <p>Monitors student progress based upon each student’s IEP at key points during instruction to determine whether students are progressing adequately toward achieving state-adopted academic content standards.</p>	<p><i>Extremely</i>— 4 (21.05%) <i>Very</i>— 11 (57.89%) <i>Moderately</i>— 2 (10.53%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q9.3. TPE 3: Interpretation of Assessments</p> <p>Knows how to assess and identify students whose cultural, ethnic, gender, or linguistic differences may be confused with a disability; Understands and uses a variety of informal and formal formative (e.g., analysis of student work) and summative assessments to determine students’ progress and plan or modify instruction.)</p>	<p><i>Extremely</i>— 4 (21.05%) <i>Very</i>— 9 (47.37%) <i>Moderately</i>— 4 (21.05%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 1 (5.26%) <i>N/A</i> — 1 (5.26%)</p>
<p>How knowledgeable are you about these learning goals?</p>	
<p>Q11.1 TPE 4: Making Content Accessible</p> <p>Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.</p>	<p><i>Extremely Knowledgeable</i>— 8 (42.11%) <i>Very Knowledgeable</i> — 8 (42.11%) <i>Moderately Knowledgeable</i> — 1 (5.26%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q11.2. TPE 5: Student Engagement</p> <p>Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.</p>	<p><i>Extremely Knowledgeable</i>— 8 (42.11%) <i>Very Knowledgeable</i> — 6 (31.58%) <i>Moderately Knowledgeable</i> — 3 (15.79%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q11.3. TPE 6: Developing Appropriate Teaching Practices</p> <p>Develops and implements instructional and behavior support plans and accommodations that</p>	<p><i>Extremely Knowledgeable</i>— 4 (21.05%) <i>Very Knowledgeable</i> — 11 (57.89%) <i>Moderately Knowledgeable</i> — 2 (10.53%)</p>

<p>promote successful inclusion of students with IEPs in general education.</p>	<p><i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>How much do these learning goals impact your professional life?</p>	
<p>Q13.1 TPE 4: Making Content Accessible Participates in developing and implementing IEP instructional goals aligned with California; Facilitates effective inclusion of students in the general education core curriculum with the use of appropriate instructional materials, supports and classroom procedures.</p>	<p><i>Extremely</i>— 8 (42.11%) <i>Very</i>— 7 (36.84%) <i>Moderately</i>— 1 (5.26%) <i>Slightly</i>— 1 (5.26%) <i>Not at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>Q13.2. TPE 5: Student Engagement Makes instruction relevant by actively and equitably engaging students via progress monitoring, meaningful questioning, and reengagement of off task learners.</p>	<p><i>Extremely</i>— 8 (42.11%) <i>Very</i>— 9 (47.37%) <i>Moderately</i>— 0 (0.00%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>Q13.3. TPE 6: Developing Appropriate Teaching Practices Develops and implements instructional and behavior support plans and accommodations that promote successful inclusion of students with IEPs in general education.</p>	<p><i>Extremely</i>— 11 (57.89%) <i>Very</i>— 5 (26.32%) <i>Moderately</i>— 1 (5.26%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>How knowledgeable are you about these learning goals?</p>	
<p>Q15.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students’ prior learning and background, and c) analysis of students’ errors in oral and written language to develop students’</p>	<p><i>Extremely Knowledgeable</i>— 2 (10.53%) <i>Very Knowledgeable</i> — 6 (31.58%) <i>Moderately Knowledgeable</i> — 7 (36.84%) <i>Slightly Knowledgeable</i> — 2 (10.53%) <i>Not Knowledgeable at All</i>— 0</p>

<p>literacy in English and provide instruction differentiated to students' language abilities.</p>	<p>(0.00%) N/A — 2 (10.53%)</p>
<p>Q15.2. TPE 8: Learning about Students Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations.</p>	<p><i>Extremely Knowledgeable</i>— 8 (42.11%) <i>Very Knowledgeable</i> — 4 (21.05%) <i>Moderately Knowledgeable</i> — 4 (21.05%) <i>Slightly Knowledgeable</i> — 1 (5.26%) <i>Not Knowledgeable at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>Q15.3. TPE 9: Instructional Planning Makes instruction comprehensible and meaningful through differentiated lessons based upon student's experiences, interests, linguistic and cultural background and developmental learning needs; Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals.</p>	<p><i>Extremely Knowledgeable</i>— 2 (10.53%) <i>Very Knowledgeable</i> — 11 (57.89%) <i>Moderately Knowledgeable</i> — 4 (21.05%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>How much do these learning goals impact your professional life?</p>	
<p>Q17.1. TPE 7: Teaching English Learners Knows and uses a) English Language Development (ELD) principles and instructional practices (e.g., structured English immersion, contextualizing key concepts), b) students' prior learning and background, and c) analysis of students' errors in oral and written language to develop students' literacy in English and provide instruction differentiated to students' language abilities.</p>	<p><i>Extremely</i>— 2 (10.53%) <i>Very</i>— 8 (42.11%) <i>Moderately</i>— 3 (15.79%) <i>Slightly</i>— 2 (10.53%) <i>Not at All</i>— 2 (10.53%) N/A — 2 (10.53%)</p>
<p>Q17.2. TPE 8: Learning about Students Gets to know students' a) skills, knowledge, and academic language abilities, b) personal abilities and interests, c) communication modality, and d) health and other risk factors through interpersonal interactions, formal and informal assessments, and parent communication and involvement; Reflects on above student data (with consultation from others, as needed) to identify and provide needed supports to students in need of specialized instruction or adaptations.</p>	<p><i>Extremely</i>— 6 (31.58%) <i>Very</i>— 9 (47.37%) <i>Moderately</i>— 2 (10.53%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 0 (0.00%) N/A — 2 (10.53%)</p>
<p>Q17.3. TPE 9: Instructional Planning</p>	<p><i>Extremely</i>— 4 (21.05%)</p>

<p>Makes instruction comprehensible and meaningful through differentiated lessons based upon student’s experiences, interests, linguistic and cultural background and developmental learning needs; Effectively, trains, supervises, and/or uses paraeducators and other personnel (e.g., related service providers, peer tutors) to help students achieve goals.</p>	<p><i>Very</i>— 9 (47.37%) <i>Moderately</i>— 4 (21.05%) <i>Slightly</i>— 0 (0.00%) <i>Not at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>How knowledgeable are you about these learning goals?</p>	
<p>Q19.1. TPE 10: Instructional Time</p> <p>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.</p>	<p><i>Extremely Knowledgeable</i>— 5 (26.32%) <i>Very Knowledgeable</i> — 11 (57.89%) <i>Moderately Knowledgeable</i> — 1 (5.26%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q19.2. TPE 11: Social Environment</p> <p>Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes.</p>	<p><i>Extremely Knowledgeable</i>— 5 (26.32%) <i>Very Knowledgeable</i> — 10 (52.63%) <i>Moderately Knowledgeable</i> — 2 (10.53%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q19.3. TPE 12: Professional, Legal, and Ethical Obligations</p> <p>Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct.</p>	<p><i>Extremely Knowledgeable</i>— 5 (26.32%) <i>Very Knowledgeable</i> — 12 (63.16%) <i>Moderately Knowledgeable</i> — 0 (0.00%) <i>Slightly Knowledgeable</i> — 0 (0.00%) <i>Not Knowledgeable at All</i>— 0 (0.00%) <i>N/A</i> — 2 (10.53%)</p>
<p>Q19.4. TPE 13: Professional Growth</p> <p>Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.</p>	<p><i>Extremely Knowledgeable</i>— 5 (26.32%) <i>Very Knowledgeable</i> — 11 (57.89%) <i>Moderately Knowledgeable</i> — 1 (5.26%) <i>Slightly Knowledgeable</i> — 0 (0.00%)</p>

	<p><i>Not Knowledgeable at All— 0</i> <i>(0.00%)</i> <i>N/A — 2</i> <i>(10.53%)</i></p>
<p>Q21.1. TPE 10: Instructional Time</p> <p>Coordinates, directs, and communicates effectively with other special education service providers, general educators, paraeducators, and volunteers to ensure useful instructional.</p>	<p><i>Extremely— 8</i> <i>(42.11%)</i> <i>Very— 9</i> <i>(47.37%)</i> <i>Moderately— 0</i> <i>(0.00%)</i> <i>Slightly— 0</i> <i>(0.00%)</i> <i>Not at All— 0</i> <i>(0.00%)</i> <i>N/A — 2</i> <i>(10.53%)</i></p>
<p>How much do these learning goals impact your professional life?</p>	
<p>Q21.2. TPE 11: Social Environment</p> <p>Uses a variety of effective strategies, including methods for promoting positive behavior and social skills for building constructive relationships between all students; Knows how to develop and implement a Positive Behavior Support Plan, an individual student contract, and participate in school-wide PBS processes.</p>	<p><i>Extremely— 6</i> <i>(31.58%)</i> <i>Very— 8</i> <i>(42.11%)</i> <i>Moderately— 3</i> <i>(15.79%)</i> <i>Slightly— 0</i> <i>(0.00%)</i> <i>Not at All— 0</i> <i>(0.00%)</i> <i>N/A — 2</i> <i>(10.53%)</i></p>
<p>Q21.3. TPE 12: Professional, Legal, and Ethical Obligations</p> <p>Knows and uses district guidelines to report suspected cases of child abuse, neglect, or sexual harassment; Knows and honors obligations to protect the confidentiality, health, and safety of students, families, and school personnel; Models ethical behavior and honors laws relating to professional misconduct.</p>	<p><i>Extremely— 8</i> <i>(42.11%)</i> <i>Very— 8</i> <i>(42.11%)</i> <i>Moderately— 1</i> <i>(5.26%)</i> <i>Slightly— 0</i> <i>(0.00%)</i> <i>Not at All— 0</i> <i>(0.00%)</i> <i>N/A — 2</i> <i>(10.53%)</i></p>
<p>Q21.4. TPE 13: Professional Growth</p> <p>Sets professional goals for increasing subject matter knowledge and teaching effectiveness; Attends professional development on a regular basis.</p>	<p><i>Extremely— 5</i> <i>(26.32%)</i> <i>Very— 11</i> <i>(57.89%)</i> <i>Moderately— 1</i> <i>(5.26%)</i> <i>Slightly— 0</i> <i>(0.00%)</i> <i>Not at All— 0</i> <i>(0.00%)</i> <i>N/A — 2</i> <i>(10.53%)</i></p>
<p>Q23. OVERALL EXPERIENCE</p>	<p><i>Extremely Well— 6</i></p>

Overall, how well do you think your program prepares graduates to work at schools?	<p>(31.58%) Very Well — 8 (42.11%) Moderately Well — 3 (15.79%) Slightly Well — 0 (0.00%) Not Well at All — 0 (0.00%) N/A — 2 (10.53%)</p>
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