

Program Outcomes for Post Bac. in Special Education

The successful post-baccalaureate candidate in the special education licensure program should be able to draw upon his or her bachelor's degree and life experience to enhance the ability to plan, teach, assess, reflect, and adapt. Therefore, the successful candidate:

- 1. (PLAN) designs meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for special education students.*
- 2. (TEACH) has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for special education students.*
- 3. (ASSESS) applies a variety of diagnostic, formative and/or summative assessments to evaluate and support developmentally appropriate progress of the special education learner.*
- 4. (REFLECT) draws upon his/her bachelor's degree and life experience while engaging in the process of continual and thoughtful reflection on his/her special education teaching practices.*
- 5. (ADAPT) draws upon his/her bachelor's degree and life experience while evaluating elements of change in the special education classroom and the wider world, and actively brings this awareness to work with students, faculty, and other members of the community.*

The following page provides the sequence of courses offered in the post-baccalaureate special education licensure program, with a summary of the primary program outcomes addressed for each course, and the “signature assignment” to assess that the student learning outcomes for each course have been met.

The remainder of the document details each of the five program outcomes, followed by specific courses where those program outcomes are predominantly addressed, student learning outcomes for each of those courses, sources of evidence to assess that student learning outcomes have been met, and corresponding Hawaii Teacher Performance Standards (HTPS).

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Sequence of Courses	Primary Program Outcomes Addressed	Evidence (“Signature Assignment”)
ED 660 Introduction to Exceptional Children	PLAN, ASSESS, ADAPT	Differentiated Lesson Plans
ED 604 Managing School Environments	PLAN, REFLECT, ADAPT	Classroom Management Plan
ED 662 Assessment	ASSESS, REFLECT, ADAPT	Assessment Portfolio
ED 665 Mild/Moderate Disabilities	PLAN, ADAPT	Differentiated Grade Level Lesson Plans
ED 607 K-12 Language Arts and Methods	PLAN, REFLECT, ADAPT	Diagnostic and Remedial Language Arts Case Study Plan
ED 605 K-12 Math Methods	PLAN, REFLECT, ADAPT	Diagnostic and Remedial Math Case Study Plan
ED 643 Hawaiian Language and Learning	PLAN, ADAPT	Hawaiian Unit Study
ED 661 Issues in Special Education ED 664 Seminar ED 668 Student Teaching	REFLECT REFLECT, ADAPT PLAN, TEACH, ASSESS, REFLECT, ADAPT	Research Special Education Paper Culminating Portfolio Teaching Evaluation

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1. *PLAN: The successful candidate will design meaningful learning experiences that incorporate knowledge of content, students, learner outcomes, pedagogy, and assessment for special education students.*

Courses	Student Learning Outcomes for PLAN	Evidence (Signature Assignments, Artifacts)	HTPS
ED 660 Introduction to Exceptional Children	<ul style="list-style-type: none"> • Students will become familiar with the different categories and characteristics of exceptional children as identified by IDEA. • Students will be able to write differentiated lesson plans using research based instructional strategies to address the needs of special education students. 	Differentiated Lesson Plans	
ED 604 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate an understanding of the concepts on discipline and behavior in creating an effective classroom management plan. • Students will create a functional behavioral analysis for a special education student. • Students will keep a reflective journal that reflects their experiences and documenting their growth and decision making processes regarding special education students. 	Classroom Management Plan	
ED 665 Mild/Moderate Disabilities	<ul style="list-style-type: none"> • Students will become familiar with special education categories encompassing mild and moderate disabilities and be able to create differentiated lesson plans for special education students. • Students will create differentiated lesson plans that can be used in inclusive settings. 	Differentiated Grade Level Lesson Plans	
ED 607 K-12 Language Arts and Methods	<ul style="list-style-type: none"> • Students will be able write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 language arts curriculum content as described in the Hawaii DOE Performance Standards • Students will be able to diagnosis and write a prescriptive remedial plan for students in their special education classroom with learning difficulties in language arts. 	Diagnostic and Remedial Language Arts Case Study Plan	
ED 605 K-12 Math Methods	<ul style="list-style-type: none"> • Students will be able write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 math curriculum content as described in the Hawaii DOE Performance Standards • Students will be able to diagnosis and write a prescriptive remedial plan for students with learning difficulties in math. 	Diagnostic and Remedial Math Case Study Plan	
ED 643 Hawaiian Language and Learning	<ul style="list-style-type: none"> • Students will learn the history of Hawaii, cultural traditions, and significant aspects of its language. • Students will become familiar with indigenous teaching models of education and create a unit using this information for their special education students. 	Hawaiian Unit Study	
ED 668 Student Teaching	<ul style="list-style-type: none"> • Students will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1-10. • Students will be able to create lesson plans based on special education students' IEP goals. 	Teaching Evaluation	

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2. **TEACH:** *The successful candidate has a competent grasp of content knowledge, employs appropriate pedagogical practices, and utilizes resources to facilitate the learning process for special education students.*

Courses	Student Learning Outcomes for TEACH	Evidence (Signature Assignments, Artifacts)	HTPS
ED 668 Student Teaching	<ul style="list-style-type: none">• Students will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1-10.• Students will be able to create lesson plans based on special education students' IEP goals.	Teaching Evaluation	

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3. *ASSESS: The successful candidate applies a variety of diagnostic, formative, and/or summative assessments to evaluate and support developmentally appropriate progress of the special education learner.*

Courses	Student Learning Outcomes for ASSESS	Evidence (Signature Assignments, Artifacts)	HTPS
ED 660 Introduction to Exceptional Children	<ul style="list-style-type: none"> • Students will become familiar with the different categories and characteristics of exceptional children as identified by IDEA. • Students will be able to write differentiated lesson plans using research based instructional strategies to address the needs of special education students. 	Differentiated Lesson Plans	
ED 662 Assessment	<ul style="list-style-type: none"> • Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal,, special education students. • Students will be able to select appropriate assessments tools to support teaching of their special education students. • Students will be able to use the assessment information to write appropriate IEP goals for special education students. 	Assessment Portfolio	
ED 668 Student Teaching	<ul style="list-style-type: none"> • Students will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1-10. • Students will be able to create lesson plans based on special education students' IEP goals. 	Teaching Evaluation	

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4. **REFLECT:** draws upon his/her bachelor's degree and life experience while engaging in the process of continual and thoughtful reflection on his/her special education teaching practices.

Courses	Student Learning Outcomes for REFLECT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 604 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate an understanding of the concepts on discipline and behavior in creating an effective classroom management plan. • Students will create a functional behavioral analysis for a special education student. • Students will keep a reflective journal that reflects their experiences and documenting their growth and decision making processes regarding special education students. 	Classroom Management Plan	
ED 662 Assessment	<ul style="list-style-type: none"> • Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal,, special education students. • Students will be able to select appropriate assessments tools to support teaching of their special education students. • Students will be able to use the assessment information to write appropriate IEP goals for special education students. 	Assessment Portfolio	
ED 607 K-12 Language Arts and Methods	<ul style="list-style-type: none"> • Students will be able write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 language arts curriculum content as described in the Hawaii DOE Performance Standards • Students will be able to diagnosis and write a prescriptive remedial plan for students in their special education classroom with learning difficulties in lang. arts. 	Diagnostic and Remedial Language Arts Case Study Plan	
ED 605 K-12 Math Methods	<ul style="list-style-type: none"> • Students will be able write differentiated, grade appropriate lesson plans, incorporating research-based, validated instructional strategies reflecting K-12 math curriculum content as described in the Hawaii DOE Performance Standards • Students will be able to diagnosis and write a prescriptive remedial plan for students with learning difficulties in math. 	Diagnostic and Remedial Math Case Study Plan	
ED 661 Issues in Special Education	<ul style="list-style-type: none"> • Students will learn the components of an Individual Education Plan (IEP) and become familiar with IDEA's legal guidelines. • Student will be become knowledgeable of and be able to discuss current issues dealing with special education and /or IDEA. 	Research Special Education Paper	
ED 664 Seminar	<ul style="list-style-type: none"> • Students will reflect on their personal and professional growth in special education relative to the ten Hawaii Professional Teaching Standards. • Students will demonstrate an understanding of school law and its implication to the teaching profession 	Culminating Portfolio	
ED 668 Student Teaching	<ul style="list-style-type: none"> • Students will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1-10. • Students will be able to create lesson plans based on special education students' IEP goals. 	Teaching Evaluation	

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5. *ADAPT: draws upon his/her bachelor's degree and life experience while evaluating elements of change in the special education classroom and the wider world, and actively brings this awareness to work with students, faculty, and other members of the community.*

Courses	Student Learning Outcomes for ADAPT	Evidence (Signature Assignments, Artifacts)	HTPS
ED 660 Introduction to Exceptional Children	<ul style="list-style-type: none"> • Students will become familiar with the different categories and characteristics of exceptional children as identified by IDEA. • Students will be able to write differentiated lesson plans using research based instructional strategies to address the needs of special education students. 	Differentiated Lesson Plans	
ED 604 Managing School Environments	<ul style="list-style-type: none"> • Demonstrate an understanding of the concepts on discipline and behavior in creating an effective classroom management plan. • Students will create a functional behavioral analysis for a special education student. • Students will keep a reflective journal that reflects their experiences and documenting their growth and decision making processes regarding special education students. 	Classroom Management Plan	
ED 662 Assessment	<ul style="list-style-type: none"> • Students will be able to create a resource file that addresses diagnostic, formative, and summative assessment, both formal and informal,, special education students. • Students will be able to select appropriate assessments tools to support teaching of their special education students. • Students will be able to use the assessment information to write appropriate IEP goals for special education students. 	Assessment Portfolio	
ED 665 Mild/Moderate Disabilities	<ul style="list-style-type: none"> • Students will become familiar with special education categories encompassing mild and moderate disabilities and be able to create differentiated lesson plans for special education students. • Students will create differentiated lesson plans that can be used in inclusive settings. 	Differentiated Grade Level Lesson Plans	
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ED 664 Seminar	<ul style="list-style-type: none">• Students will reflect on their personal and professional growth in special education relative to the ten Hawaii Professional Teaching Standards.• Students will demonstrate an understanding of school law and its implication to the teaching profession	Culminating Portfolio	
ED 668 Student Teaching	<ul style="list-style-type: none">• Students will demonstrate effective teaching of students with learning differences relative to each of the HTPS Standards 1-10.• Students will be able to create lesson plans based on special education students' IEP goals.	Teaching Evaluation	