Questions:

- To what degree do Special Educator Program course content and applied assignments explicitly reflect culturally responsive practices?

- To what degree has the diversity-focused content within the Special Educator program curriculum improved our graduates’ perceived preparation to effectively support diverse learners?
Context:

Last year, we reported at the GSE Assessment Fair...

- SPED faculty had engaged in professional development and focused course development to intentionally integrate diversity content into the SPED program in 2011.
- 2012 and 2013 exit survey data suggested an overall increase in program graduate ratings of preparedness to support diverse students.
- Yet there were still some graduates who did not feel prepared suggesting the need for continued improvement in this area.

This year...

Continued implementation of the approved SPED program curriculum.
Collect Data

Data Collection Tools:

- Syllabus review of all SPED program courses
- 2013 and 2014 Exit Surveys
  - (Program graduates from 2013 and 2014)

Methods:

- Reviewed all SPED program course syllabi for evidence of diversity-focused content and assignments
- Compared diversity items across two consecutive exit surveys measuring program graduates’ perceived preparedness
Course Syllabus Review Process

• Selected 2013-2014 Special Educator program course syllabi for review

• Examined each course syllabus for explicit evidence of diversity-focused content in:
  • Course objectives
  • Course content (described under “topics” in the course schedule)
  • Course assignments

Limitations of this method: This review of syllabi was completed without eliciting the feedback from course instructors. In the future, a more extensive and systematic review may be warranted to fully represent the content coverage and preparation actually provided within the SPED program coursework.
Question: To what degree do Special Educator Program course content and applied assignments explicitly reflect culturally responsive practices?

- # of syllabi with diversity-focused objectives: 10 out of 16 (63%)
- # of syllabi with diversity-focused course topics: 8 out of 16 (50%)
- # of syllabi with diversity-focused course assignments: 5 out of 16 (31%)
Question: To what degree has the diversity-focused content within the Special Educator program curriculum improved our graduates’ perceived preparation to effectively support diverse learners?

Compared ratings of 3 items from the 2012 and 2013 exit survey

• My program prepared me to work effectively with diverse populations
• My program prepared me to support diverse learners across the full continuum of disabilities
• My program prepared me to support diverse learners from diverse cultural and linguistic backgrounds

Rating choices:  □ Strongly Disagree    □ Disagree    □ Agree    □ Strongly Agree
Exit survey item: My program prepared me to...

2013 Exit Survey

91% agree – strongly agree

2014 Exit Survey

87% agree – strongly agree
Exit survey items: My program prepared me to…

2013 Exit Survey

- Support diverse learners across the full continuum of disabilities:
  - Strongly Agree: 64%
  - Agree: 52%
  - Disagree: 18%
  - Strongly Disagree: 23%
  - Total: 22 participants

- Support diverse learners from diverse cultural and linguistic backgrounds:
  - Strongly Agree: 43%
  - Agree: 52%
  - Disagree: 18%
  - Strongly Disagree: 11%
  - Total: 21 participants

2014 Exit Survey

- Support diverse learners across the full continuum of disabilities:
  - Strongly Agree: 14%
  - Agree: 59%
  - Disagree: 23%
  - Strongly Disagree: 5%
  - Total: 22 participants

- Support diverse learners from diverse cultural and linguistic backgrounds:
  - Strongly Agree: 73%
  - Agree: 73%
  - Disagree: 18%
  - Strongly Disagree: 9%
  - Total: 22 participants

- 96% agree – strongly agree
- 95% agree – strongly agree
- 73% agree – strongly agree
- 82% agree – strongly agree
Action steps:

1. Work with course instructors to strategically integrate culturally responsive teaching into the SPED curriculum (CEEDAR Center TA will help support this work)

2. Utilize expertise of SPED and CI faculty who received training on culturally responsive teaching through OEIB funding to support integration of content in coursework and clinical practice.

3. Identify cooperating teachers in schools who are culturally sensitive and instructionally skilled in the area of culturally responsive teaching through the TeachOregon project.

Take Action