

Outcomes Assessment Plan

Special Education Program

2006-2011

Department of Counseling, Special Education, and Rehabilitation

Mission Statement

The mission of the Special Education Program at California State University, Fresno is to educate teachers and other educational professionals to meet the educational needs of children and adults with disabilities with special attention to diversity and equity. The program is based on the philosophy that all can learn and that all individuals with special needs should be respected, and become productive, and contributing members of society.

Learning Goals and Objectives

Assessment

Goal 1. Provide students with knowledge and skills of formal and informal assessment that addresses and values diversity including students' strengths and needs, cultural, ethnic and linguistic characteristics; as well as the environments used by the students and their families. Graduates of the Special Education program will be able to

Objective 1.1: understand and apply the principle of non-discriminatory testing in identifying and assessing students' needs.

- 1.2: administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and ecological, etc.).
- 1.3: communicate the results of an assortment of individualized assessments and evaluation approaches.
- 1.4: use assessment data to develop IEP goals, objectives, adaptations and instructional plans to ensure the continuous development of the learner.

Curriculum and Instruction

Goal 2. Provide students with knowledge and skills of planning and implementing curriculum and instruction. Graduates of the Special Education Program will be able to

- Objective
- 2.1: plan instruction based upon knowledge of assessment results, IEP goals and objectives, individual transition plan, behavior intervention plan, subject matter, students' prior knowledge of curriculum, linguistic abilities, cultural characteristics, and learning styles.
 - 2.2: demonstrate the ability to continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content or adaptations, behavioral supports and/or daily schedules to facilitate skill acquisition and successful participation for each student.
 - 2.3: plan and utilize instructional strategies, activities, and curricula that appeal to and challenge diverse student interests, utilize individual strengths, and accommodate various styles of communication and learning.
 - 2.4 demonstrate the ability to effectively implement educational programs that reflect current best practices; updating programs as new practices emerge.

Classroom Environment

Goal 3. Provide students with knowledge and skills associated with classroom management and positive behavior supports. Graduates of Special Education Program will be able to

- Objective
- 3.1: establish and maintain an educational environment that is positive, proactive and respectful of students.
 - 3.2: collaborate with the IEP team to design, implement, evaluate and modify behavior plans that are individualized, proactive, comprehensive, and based on through functional analyses.
 - 3.3. participate as a member of behavior intervention teams, implementing, evaluating, and adjusting behavior support plans so they result in the acquisition of appropriate replacement behaviors, increased health and safety, improved quality of life, and reductions in problem behavior.
 - 3.3: promote development of social and life skills including self- regulation.

Collaboration

Goal 4. Provide students with knowledge and skills to communicate and participate in collaborative educational practices. Graduates of the Special Education Program will be able to

- Objective
- 4. 1: demonstrate effective communication skills in the areas of respectful collaboration, managing conflicts, supervising staff such as paraprofessionals, and networking and negotiating, including family members.
 - 4.2 collaborate and communicate effectively with administrators, school colleagues, paraprofessionals, family members, other service providers, and agencies in the larger community to support students' learning and well being.
 - 4.3: collaborate to design, implement, and evaluate services that reflect transitional stages across the life span for all learners.

Professional

Goal 5. Provide students with knowledge and skills related to the development of the special educator as a professional. Graduates of the Special Education Program will be able to

- Objective
- 5.1: understand and implement laws and regulations relating to individuals

with disabilities and their families.

- 5.2: apply ethical standards to his or her professional conduct.
- 5.3: advocate for rights and appropriate services for the students with special needs and their families.
- 5.4 reflect on his or her own progress, accepts professional advice, considers constructive criticism, and engages in a continuous program of professional development.
- 5.5 exhibit professional conduct through open discussion of ideas, utilization of research based information and consideration of professional advice.

Technology

Goal 6. Provide students with knowledge and skills to use technology for assessment, communication and instruction. Graduates of the Special Education program will be able to

Objective

- 6.1. enumerate legal and ethical issues concerned with the use of technology.
- 6.2 plan and designs effective learning environments and experiences supported by technology.
- 6.3 apply technology to facilitate a variety of effective assessment and evaluation strategies.
- 6.4: use technology to enhance their productivity, professional practice (e.g., select research tools) and communication with teachers, students, family members, and administrators.

Curriculum Map

Special Education Program

A = Awareness level of understanding

I = In depth level of understanding

	Goals/Objectives	Course No.	Competency Level
1.0	Provide students with knowledge and skills of formal and informal assessment that address students' strengths and needs, cultural, ethnic and language characteristics; as well as the environments used by the students and their families. Graduates of the Special Education Program will be able to		
1.1	Apply the principle of non-discriminatory testing in identifying and assessing students' needs.	SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 237 SPED 240	I I I I I I
1.2	Administer a variety of formal and informal assessment measures (e.g., developmental, academic, social, communication, behavioral, vocational and community life skills, etc.)	SPED 125 SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237	I I I I I I I

		SPED 240	
1.3	Communicate the results of an assortment of individualized assessments and evaluation approaches.	SPED 125 SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237 SPED 240	I I I I I I I I I
1.4	Use assessment data to develop IEP goals, objectives, adaptations and instructional plans.	SPED 125 SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237 SPED 240	I I I I I I I I I
2.0	Provide students with knowledge and skills of planning and implementing curriculum and instruction. Graduates of the Special Education Program will be able to		
2.1	Apply basic principles of curriculum and instruction that are appropriate for individuals with special needs from diverse background.	SPED 120 SPED 125 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237 SPED 240	A I I I I I I I I

2.2	Select curricula (core and functional) and utilize instructional strategies to meet the diverse learning characteristics of students with disabilities.	SPED 120 SPED 125 SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237 SPED 240	A I I I I I I I I I
2.3	Adapt instruction to promote maximum learning and generalization.	SPED 120 SPED 125 SPED 135 SPED 145 SPED 175 SPED 176 SPED 236 SPED 237 SPED 240	A I I I I I I I I
3.0	Provide students with knowledge and skills associated with class management. Graduate of Special Education Program will be able to		
3.1	Establish and maintain an educational environment that is positive, proactive and respectful.	SPED 125 SPED 175 SPED 176	I I I
3.2	Design and implement positive behavioral support plans and interventions based in functional analysis	SPED 125 SPED 175 SPED 176	I I I

3.3	Promote development of social and life skills.	SPED 125 SPED 145 SPED 235 SPED 236	I I I I
4.0	Provide students with knowledge and skills to communicate and participate in collaborative educational practices. Graduates of the Special Education Program will be able to		
4.1	Collaborate and communicate effectively with individuals with disabilities and their families.	SPED 120 SPED 155 SPED 175 SPED 176	A I I I
4.2	Collaborate and communicate effectively with school and other related service providers.	SPED 120 SPED 155 SPED 175 SPED 176	A I I I
4.3	Design, implement, and evaluate services that reflect transitional stages across the life span for all learners	SPED 130 SPED 135 SPED 145 SPED 175 SPED 176 SPED 237 SPED 240	I I I I I I
5.0	Provide students with knowledge and skills related to the development of the special educator as a professional. Graduates of the Special Education Program will be able to		

	Goals/Objectives	Course No.	Competency Level
5.1	Understand laws and regulations relating to individuals with disabilities and their families.	SPED 120 SPED 130 SPED 155 SPED 219	A I I
5.2	Apply ethical standards to his or her professional conduct.	SPED 130 SPED 155 SPED 175 SPED 176 SPED 219	I I I I
5.3	Advocate for rights and appropriate services for the students with special needs and their families.	SPED 120 SPED 155 SPED 219	A I I
5.4	Enhance professional practices through reflection and personal goals and continued professional development.	SPED 155 SPED 175 SPED 176 SPED 209 A SPED 209 B SPED 233	I I I I I I

6.0	Provide students with knowledge and skills to use technology for assessment, communication and instruction. Graduates of the Special Education Program will be able to		
6.1	Enumerate legal and ethical issues concerned with the use of computer-based technology.	SPED 120 SPED 130 SPED 135 SPED 145 SPED 155 SPED 175/176	A I I I I I
6.2	Utilize computer-based and other technologies in teaching and learning.	SPED 135 SPED 145 SPED 175 SPED 176 SPED 237 SPED 240	I I I I I I
6.3	Demonstrate competence in the use of electronic research tools (e.g., access the internet to search for and retrieve information).	SPED 125 SPED 130 SPED 135 SPED 145 SPED 155 SPED 233 SPED 237 SPED 240	I I I I I I I I

Objective by Assessment Activity Matrix: Special Education Program

	1.1	1.2	1.3	1.4	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	5.1	5.2	5.3	5.4	6.1	6.2	6.3
SPED 120					A	A	A				A	A		A		A		A		
SPED 125		I	I	I	I	I	I	I	I	I										I
SPED 130	I	I	I	I		I							I	I	I			I		I
SPED 135	I	I	I	I	I	I	I						I					I	I	I
SPED 145	I	I	I	I	I	I	I			I			I					I	I	I
SPED 155											I	I		I	I	I	I	I		I
SPED 175	I	I	I	I	I	I	I	I	I		I	I	I		I		I	I	I	
SPED 176	I	I	I	I	I	I	I	I	I		I	I	I		I		I	I	I	
SPED 209A																	I			
SPED 209B																	I			
SPED 219														I	I	I				
SPED 233																	I			I
SPED 235										I										
SPED 236		I	I	I	I	I	I			I										
SPED 237	I	I	I	I	I	I	I						I						I	I
SPED 240	I	I	I	I	I	I	I						I						I	I

Outcomes Assessment Measures

During the regular scheduled program meetings in the 2006 school year, the Special Education Program faculty reviewed existing assessment measures and the past five-year (2000-2005) Outcomes Assessment Plan. Based on the needs of the program, the following measures will be used in the next five years (2006-2011):

- 1) Evaluation and Needs Assessment Survey-Candidate Form (Level I & II)
- 2) Evaluation and Needs Assessment Survey-Administrators/ Employer (Level I & II)
- 3) CSU Systemwide Survey – First Year Graduate
- 4) CSU Systemwide Exity Survey
- 5) Writing Assessment Rubric – (Level II/ M.A.)
- 6) Classroom Management Plan Rubric – (Level I)
- 7) Behavior Support Plan Rubric (Level I)
- 8) Formal Assessment Report Rubric (Level I)
- 9) Informal Assessment -Curriculum-Based Assessment Report Rubric (Level I)
- 10) Informal Assessment - Ecological Assessment Report Rubric (Level I)
- 11) Lesson Plan Rubric (Level I)
- 12) Writing IEP Rubric (Level I)
- 13) Portfolio Evaluation (Level I & II)
- 14) Project and Thesis Rubric
- 15) Candidate Dispositions (Level I & II)

The following are brief descriptions of each of these measures:

- **Evaluation and Needs Assessment Survey-Candidate (Level I and II)**--This survey is designed to assess whether program graduates believe that goals and objectives of the program are met. The instrument contains (1) a statement of purpose, (2) demographic information, (3) questionnaire examining the level of competency achieved by the Special Education Program graduates and (4) additional comments made by the graduates. This

survey is given to each candidate twice; when the candidate exits the Special Education Program at Level I and the candidate exits Special Education Program at Level II. Candidate performance is rated on a scale of 0-3, with 3 representing well prepared, 2 indicating moderately prepared, 1 being poorly prepared and 0 being no knowledge. Data are used to identify program strengths and areas for improvement. Necessary changes are made and subsequent assessment data analyzed.

- **Evaluation and Needs of Assessment Survey- Administrators (Level I and II)**--This survey intended to examine the quality of the Special Education Program perceived by the administrators or employers who hire our graduates or provide sites for the candidates of our program to complete their final student teaching. This measure consists of 4 sections: (1) a cover letter explaining purposes of survey (2) demographic information (3) questionnaire and (4) additional comments. Practicum Administrator are surveyed twice: When the students have completed their final student teaching at their practicum sites at Level I and Level II. University supervisors are responsible for distributing this survey to district employers. Candidate performance is rated on a scale of 0-3, with 3 representing well prepared, 2 indicating moderately prepared, 1 being poorly prepared and 0 being no knowledge. Data are used to identify program strengths and areas for improvement. Data collected are used to identify program strengths and areas for improvement. Necessary changes are made and subsequent assessment data analyzed.
- **CSU Systemwide survey** -- In this survey (employers) first-year graduates are asked to rate the quality and effectiveness of their CSU program. The purpose of the survey is to provide information that the Deans, other CSU leaders, and faculties can use in making improvements in teacher education programs. Necessary changes will be made and subsequent assessment data analyzed.
- **CSU Systemwide Exit Survey**--The purpose of the survey is to provide information that the Deans, other CSU leaders, and faculties can use in making improvements in teacher education

programs. Graduates surveyed are asked to rate the quality and effectiveness of their CSU preparation. Necessary changes will be made and subsequent assessment data analyzed.

- **Writing Assessment** - A writing rubric will be used to evaluate our candidates' writing, understanding of literature review, and data reporting in SPED 233. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Classroom Management Plan** – A rubric will be used to determine the candidate's ability to write a comprehensive management plan, including such things as a philosophy statement, plan for developing a positive learning environment, classroom rules and procedures, prevention strategies, a plan for responding to minor and major behavior disruptions, a crisis plan, strategies to promote generalization and maintenance, and a plan for collaborating with other professionals, parents, and support providers. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Positive Behavior Support Plan** – A rubric will be used to determine the candidate's ability to write a well developed plan including: a careful analysis of the problem, comprehensive interventions and a team effort to teach new behavior and remove elements in the environment associated with problem behavior. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Formal Assessment Report** - A rubric was developed to evaluate our candidates' ability to administer formal assessments, to evaluate and make recommendations for implementation. Data are collected in SPED 130. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

- **Informal Assessment (1): Rubric of Curriculum-Based Assessment.** The instrument is used to measure candidates' abilities to design, administer and use results of assessment data to develop IEPs, plan and evaluate their instruction by using a certain curriculum (i.e., content taught to students at school). Data are collected in SPED 135. Curriculum-Based Assessment includes quizzes, observation, exams, academic probes, portfolios, etc. which are commonly used in assessing and teaching students with mild or moderate disabilities.
- **Informal Assessment (2): Rubric of Ecological Assessment.** This instrument is employed to measure candidates' competences to design, administer and use results of assessment data to develop IEPs, plan and evaluate their -instruction by using a commercially available curriculum or a teacher-made curriculum based on the needs of students. Data are collected in SPED 145. Ecological assessments often refer to interviews and observations conducted in an environment in which a student lives. Ecological assessments are commonly used in assessing and teaching students with moderate or severe disabilities.
- **Lesson Plans** - A rubric was developed to evaluate candidates' written lesson plans and the corresponding student work samples. Data are collected in SPED 155 and Practicum. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Writing IEPs** - A rubric was developed to evaluate our candidates' ability to write IEPs. Data are collected in SPED 155 and Practicum. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Portfolio (Level I)** - The Portfolio is required to examine the products of students' learning in the Special Education Program. At level I, the portfolio may include, but is not limited to the following: (1) vitae (2) letters of recommendation (3) CSUF forms (4) philosophy statement (5) assessment report, (6) behavior management plan, (7) IEP (8) curriculum unit/ lesson plans (9) resource listing, (10) best practices paper, and (11) photos/artifact and (12) videos. In addition,

supervisors will use a rubric to score candidate competence in each CCTC required standard for Level I. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

- **Portfolio (Level II)** - This portfolio is divided into three sections. The first section includes the Professional Level II Individualized Induction Plan (IIP) and related forms. The second section includes materials or artifacts demonstrating student competency and ability to perform as a special education teacher. The third section contains the Program Completion Forms.

This portfolio is designed to examine the products of students' learning throughout the Level II Special Education Program. Preparing a portfolio is a formative evaluation method requiring on-going data collection and reflection. During the process of preparing their portfolio, students are required to conduct an evaluation, which contains three questions (1. Why did I select this item/artifact? 2. What did this item show? and 3. What did I learn from doing this?) In addition, a scoring rubric is included for evaluation by program faculty. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.

- **Masters Project/Thesis:** 298 Project includes 2 components: (1) project report including Chapter 1: Introduction, Chapter 2: Review of the Literature, and Chapter 3: Summary and Recommendations, and (2) project component. 299 Thesis contains (1) Chapter 1: Introduction, Chapter 2: Review of Literature, Chapter 3: Methodology, Chapter 4: Results, and Chapter 5: Discussion. A rubric will be used by faculty to measure the quality of specific traits of the project/thesis. Data collected will be used to identify program strengths and areas for improvement. Necessary changes will be made and subsequent assessment data analyzed.
- **Candidate Dispositions** – The Kremen School of Education and Human Development fosters the development of the following professional dispositions among our candidates: reflection,

critical thinking, professional ethics, valuing diversity, collaboration, and life-long learning. Candidates are expected to reflect on these dispositions in their work with students, families, and communities.

Multiple evaluative sources are used when assessing our candidate's dispositions. This examination involves professors, field-based supervisors/ mentors, and employers. The assessment of dispositions begins when candidates enter the program and continues throughout the graduate program at various levels. Assessment results provide feedback to university supervisors, to program instructors, and to the candidate.

1. Application to the Program will include a candidate self-assessment. The Dispositions Assessment is used to assess student development across six areas that comprise essential attitudes and behaviors necessary to the teaching profession. The self-assessment will be reviewed with a faculty member during the initial interview prior to candidate's being admitted to the program. The initial self-assessment will be used as baseline data. The Special Education Program will have checkpoints to ascertain the progress of candidates seeking special education licensure. Candidates will be asked to complete another self-assessment at the end of Level I and again at the end of Level II. Candidates will also be evaluated at the end of Level I and Level II by a university supervisor and a cooperating or mentor teacher from the candidate's school district.

2. Field Experience Evaluation – Field-based supervisors/cooperating teachers/ mentors for Level I Practicum and for the completion of the Level II Individualized Induction Plan are required to complete the Candidate Disposition Assessment form concerning professional behavior/dispositions of students they are supervising/mentoring. Program faculty receives and examines these evaluation forms each semester, and the results are available to the students for discussion.

3. Appropriate Major Course Assignments – Major course assignments are aligned to respective licensure standards including standards for dispositions and teacher professionalism. Dispositions are highlighted in major course assignments. (See Disposition Matrix) A sample

assignment requires students to demonstrate their professionalism concerning life-long learning and development by reflecting upon their present strengths and weaknesses and by creating a professional development plan based upon these reflections. Actual student work may be perused in student portfolios at Levels I and II.

4. Exit at Level I and Level II. Candidates complete a self-assessment of dispositions at the end of Levels I and II.

THE RESULTS OF DISPOSITION ASSESSMENT WILL BE USED:

1. To give feedback to individual candidates regarding their dispositions so that they may grow professionally.
2. To determine and report areas of concern.

How teachers interact with children, parents, and their professional colleagues is as important as their knowledge of content and teaching strategies. When a candidate shows a lack of progress or demonstrates an area of concern in any of the six disposition areas, the university supervisor, cooperating teacher or mentor will share the evaluation with the student and, if necessary, will develop an *action plan* to deal with deficiencies. A primary objective is to assist the student in addressing those behaviors that may impede their progress in attaining special education licensure. The development of a *plan* will include mentoring by the faculty member, reflection and evaluation based on standards of effective practice (etc), and specific goals designed to enhance knowledge, disposition, and performance of the teacher candidate. Appropriate parties will receive a copy of the *plan*. Teacher candidates will continue the *action plan* until goals have been met. This *plan* will constitute a contract with the teacher candidate in progressing towards their special education licensure. Each teacher candidate will have the responsibility of connecting with his or her mentor several times during the course of each semester. The faculty member will have the responsibility to monitor teacher candidate progress and assist the candidate in the reflection and evaluation of disposition(s) addressed.

3. To determine who should proceed to the next step in the program.

CSUF students seeking special education licensure in the State of California are expected to have attained a certain level of knowledge, disposition, and performance during their teacher education program. We expect candidates to be performing in the *developing* or *accomplished* range in all disposition areas by the time they apply for the Level II Credential. Teacher candidates who fail to make progress as outlined in their *action plan* may be delayed or not allowed to enter their final practicum experiences and/or may not get recommended for the State of California Special Education licensure. Occasionally a student may be counseled to choose a different field of study.

4. To determine the extent of candidates' (as a group) personal and professional growth in the program.

How All Assessment Data Will Be Used:

Between 2006-2011, the Special Education Program faculty will review or revise the above measures as needed. To ensure that assessment results will be used for program improvement, the program faculty will meet at program meetings once in each semester to discuss issues related to outcomes assessment and make necessary changes. In addition, retreats will be held annually by the Department of Counseling, Special Education, and Rehabilitation to consider assessment results and recommend program changes. A timeline of the program's major assessment activities (2006-2011) are included in the table below. New assessment measures are highlighted in red.

SPED PROGRAM DATA COLLECTION- 2006-2011 **Red = New Assessments**

Assessment Measure	Type of Instrument	Data Collected By	Frequency of Data Collection	Data Aggregated By
Candidate Program Evaluation Level I	Survey	SPED Coordinator	Each Semester	Dr. Shen
Candidate Program Evaluation Level II	Survey	SPED 209B Instructors	Each Semester	Dr. Shen
Employer Program Evaluation Level I	Survey	University Supervisors	Each Semester	Dr. Shen
Employer Program Evaluation Level II	Survey	University Supervisors	Each Semester	Dr. Shen
<i>CSU System-wide Survey/ One Year Graduate</i>	<i>CSU Survey</i>	<i>CSU</i>	<i>Fall Semester</i>	<i>SPED Program Faculty</i>
<i>CSU System-wide Exit Survey</i>	<i>CSU Survey</i>	<i>CSU</i>	<i>Fall Semester</i>	<i>SPED Program Faculty</i>
Evaluation of Candidate Writing Requirement	Writing Rubric (SPED 233)	SPED Faculty	Each Semester	Dr. Shen

Evaluation of Classroom Management Plan	Rubric (SPED 175/176)	SPED Faculty	Spring Semester	SPED Program Faculty
Evaluation of Candidate Positive Behavior Support Plan	Rubric (SPED 155)	SPED Faculty	Spring Semester	SPED 155 Instructor
Evaluation of Candidate Formal Assessment Report	Rubric (SPED 130)	SPED Faculty	Spring Semester	SPED 130 Instructor
Evaluation of Informal Curriculum-Based Assessment	Rubric (SPED 135)	SPED Faculty	Spring Semester	SPED 135 Instructor
Evaluation of Informal Ecological Assessment	Rubric (SPED 145)	SPED Faculty	Spring Semester	SPED 145 Instructor
Evaluation of Candidate Written and Implementation of Lesson Plans	Rubric (SPED 155)	SPED Supervisors	Fall Semester	SPED Program Faculty
Evaluation of Candidate Written IEPs	Rubric (SPED 175/176)	SPED Supervisors	Spring Semester	SPED Program Faculty

Evaluation of Candidate Portfolio Level I	Matrix (SPED 175/176)	SPED Supervisors	Each Semester	Dr. Powell
Evaluation of Candidate Portfolio Level II	Rubric (SPED 209B)	SPED Supervisors	Each Semester	Dr. Shen
Evaluation of Candidate Project/ Thesis	Rubrics	SPED Faculty	Each Semester	Dr. Shen
Evaluation of Candidate Dispositions	Survey	Program Faculty (SPED 120, 155 & 209B)	Spring Semester	Hong Shen