**Program Goal:** Prepare graduates with skills and knowledge to gain employment as secondary school teachers of deaf and hard-of-hearing students.

<table>
<thead>
<tr>
<th>Critical Outcomes for all Students</th>
<th>Assessment of Outcomes</th>
<th>Timeline</th>
<th>Results</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Domain/Task/Capability</strong></td>
<td><strong>Performance Criteria/Benchmarks</strong></td>
<td><strong>Instrument/Opportunity</strong></td>
<td><strong>Assessment of Performance</strong></td>
</tr>
</tbody>
</table>
| Teacher responsibilities/teaching capabilities | Students will demonstrate competence in the 6 competencies listed below:  
- Personal Characteristics  
- Planning and Organization  
- Teaching Performance  
- Classroom Management and Discipline  
- Evaluation  
- Communication | To occur as part of the student teaching experience | Note: Both assessments described below use the same six criteria:  
- Personal Characteristics  
- Planning and Organization  
- Teaching Performance  
- Classroom Management and Discipline  
- Evaluation  
- Communication | Developed prior to 2003 | Beginning Winter Qtr 2003 | Item #1: Out of 38 student teachers who completed their student teaching assignments during this academic year, 34 received more than 75% of 4 and 5 ratings on their student teaching evaluations from their cooperating teachers.  
Item #2: Out of the 38 student teachers, 35 received A's; the others received B's. | No substantive changes are needed in the student teaching process. |
| Student teaching experience: Self appraisal | (80% of) the student 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 | Student Teacher Evaluation of their Experience Form | As assessed by each 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. | Developed | Beginning Winter Qtr 2003 | Soliciting comments from the students has always been a challenge. Out of 38 student teachers, 17 submitted their evaluations and of those 16 at least agreed that they were satisfied with | There is an online evaluation form for this item. The students used the paper format. We will encourage the use of the online |
Regarding their experience, only one was dissatisfied. The perceptions on their preparation for student teaching were mixed. Some felt that they needed more preparation on classroom management, IEP writing, and classroom assessment.

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)

<p>| Certification | 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 | N/A | Beginning August 2002 | We have not received the score reports during this past academic year. The program is on notice from the NYS education department for not achieving the 80% pass rate on the deaf education certification exam. The students have copies of the test framework with the courses identified that cover the objectives. The same has been shared with the MSSE faculty. | The program has submitted a corrective action plan for how we will try to achieve the 80% pass rate on the content certification test for deaf and hard of hearing by December 2010. |</p>
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<tr>
<th>Employment</th>
<th>Contacts with the students before the start of the new school year. Follow-up contact one year after graduation</th>
<th>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, the names of the graduates and where they are employed is also shared with the Institute.</th>
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<tbody>
<tr>
<td>Alumni Satisfaction</td>
<td>Follow-up One Year Questionnaire NTID Alumni Survey</td>
<td>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. Alumni will rate their NTID/RIT experience as Good or Excellent (5-point scale) for the instruction they received.</td>
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<tr>
<td>Employer Satisfaction</td>
<td>Follow-up Questionnaire</td>
<td>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)</td>
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At least 75% of the MSSE graduates will be "more satisfied than not satisfied" about the quality of the MSSE program and coursework.

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
Only eight out of 23 graduates responded to this online survey. All eight were somewhat satisfied (3) to very satisfied (5).

The program needs to move up the date for completing this survey. This survey could be done by early May instead of later in the month.

Again, the program will continue to seek ways to offer more classroom management, writing, and IEP workshops.

The program has been granted initial accreditation by the Teacher Education Accreditation Council (TEAC) by a unanimous vote on June 28, 2007. The accreditation status is effective between June 28, 2007 and June 28, 2012.

Comments:

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Survey

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