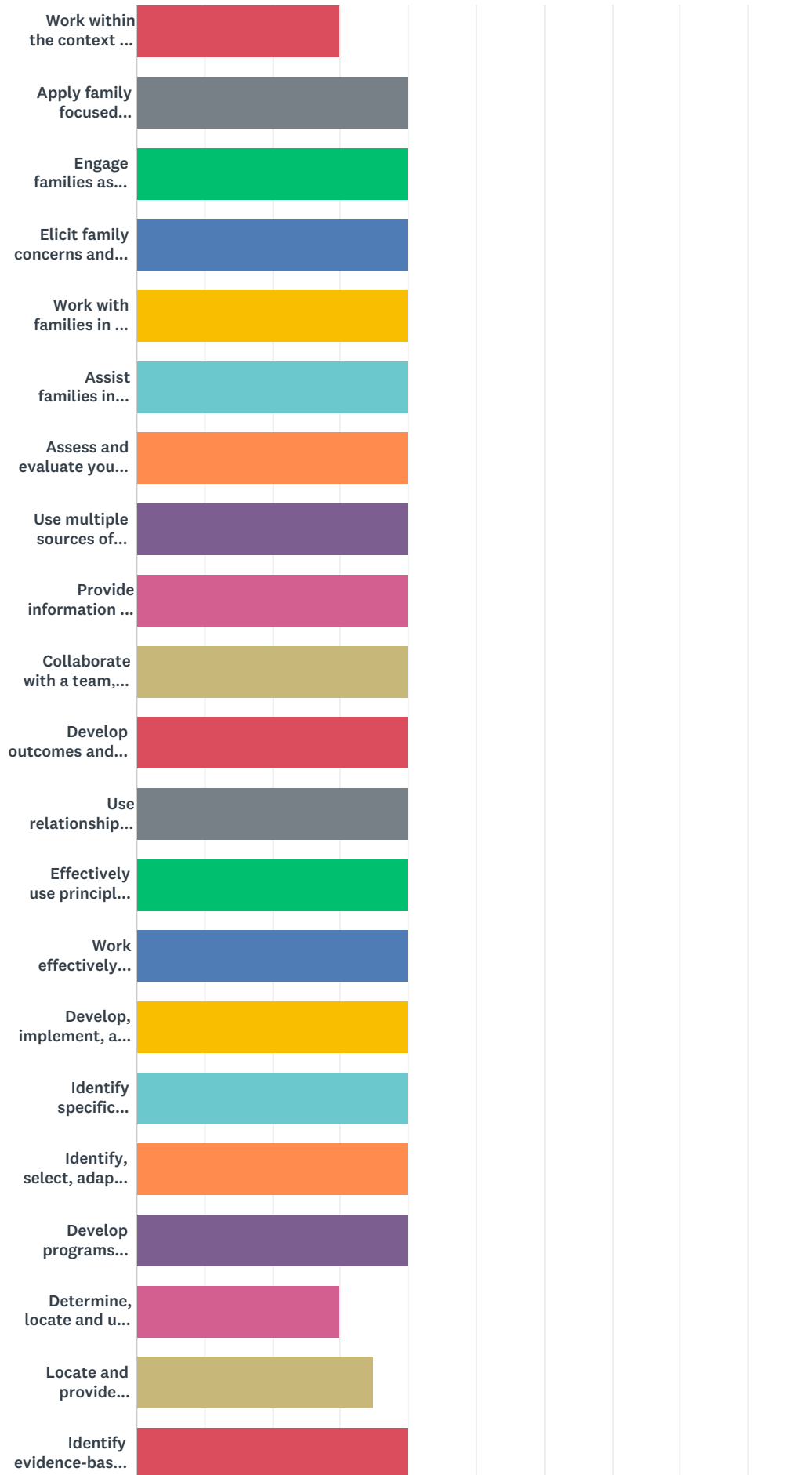


## Q22 After completing the MASE Early Childhood Special Education program I am prepared to...

Answered: 2   Skipped: 1,118



## Brandman University School of Education Exit Survey

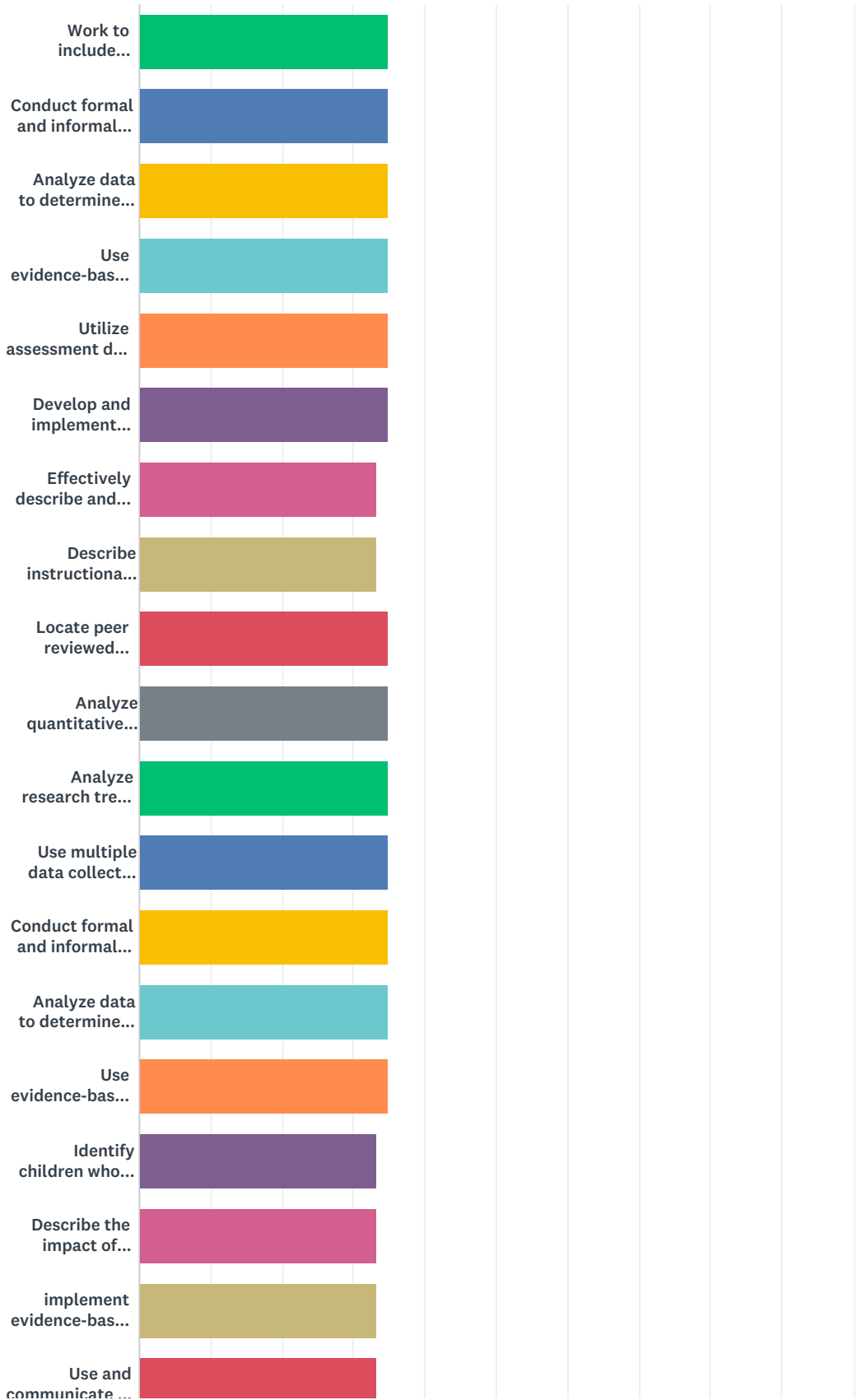


## Brandman University School of Education Exit Survey

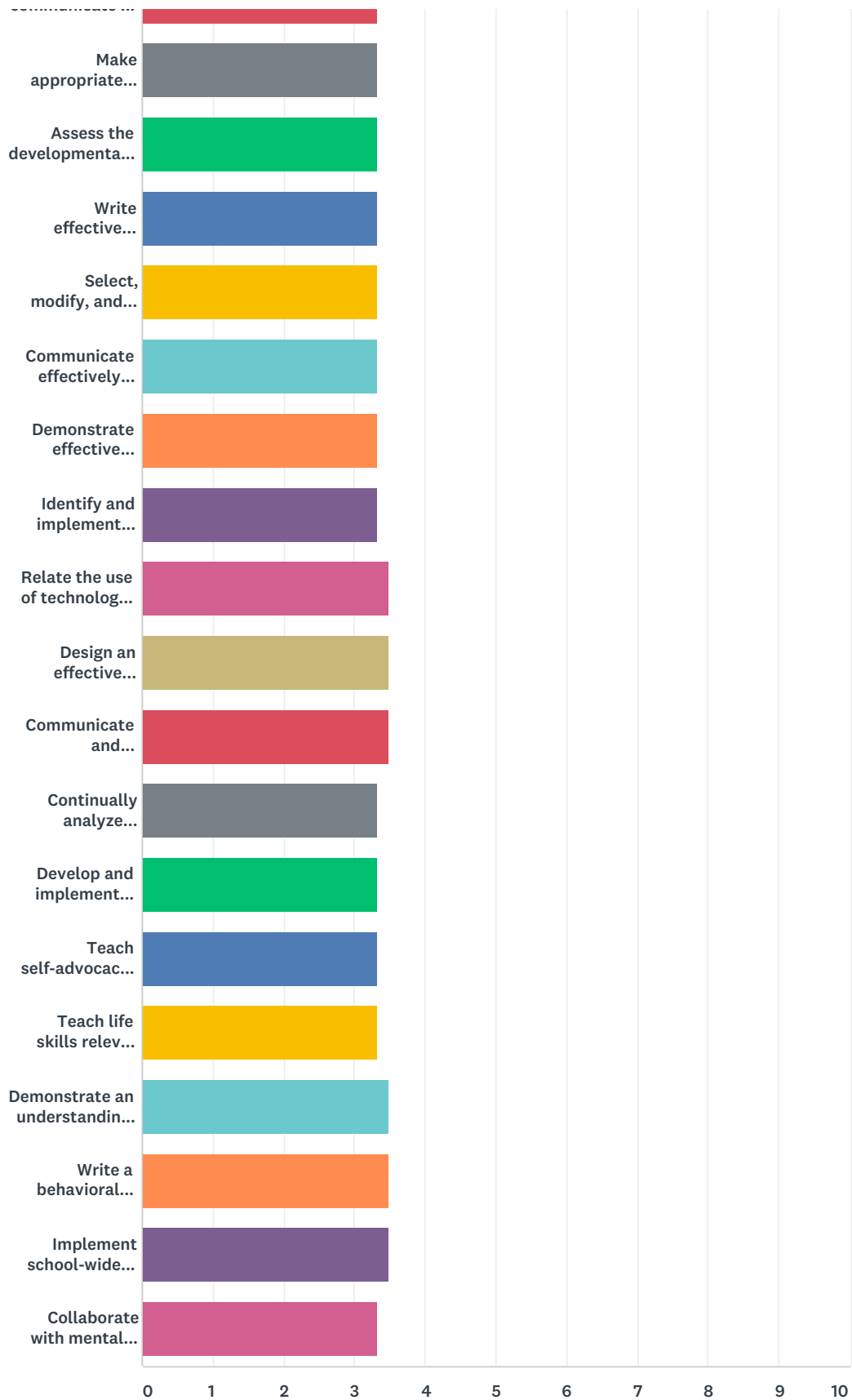


Q23 After completing the MASE Level II program I am prepared to...

Answered: 6    Skipped: 1,114



# Brandman University School of Education Exit Survey



		NOT AT ALL PREPARED	SOMEWHAT PREPARED	ADEQUATELY PREPARED	WELL PREPARED	TOTAL	WEIGHTED AVERAGE
--	--	---------------------	-------------------	---------------------	---------------	-------	------------------

## Brandman University School of Education Exit Survey

Work to include children with special needs into the least restrictive environment	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Conduct formal and informal behavior assessments for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Analyze data to determine target behaviors for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Use evidence-based strategies to achieve targeted student behavior outcomes for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Utilize assessment data to collaboratively develop IEP and ITP goals, objectives, and instructional plans.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Develop and implement instructional plans that are responsive to the unique needs of the student and promote maximum learning and generalization.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Effectively describe and implement materials and strategies for English language development.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Describe instructional practices that include specialists and paraprofessionals, and that promote first and second language development for learners with disabilities and second language challenges.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Locate peer reviewed research journal articles, books and documents through library and Internet databases.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Analyze quantitative and qualitative journal articles to determine elements of research design and methodology.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Analyze research trends and discern appropriate situations for the use of either quantitative or qualitative research methods.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Use multiple data collection tools (i.e. observations, interviews, and surveys) and understand the process for obtaining approval and consent for all research.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Conduct formal and informal behavior assessments for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Analyze data to determine target behaviors for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Use evidence-based strategies to achieve targeted student behavior outcomes for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Identify children who may have speech, language and communication disorders, and collect pertinent informal data to facilitate the evaluative process, particularly as it pertains to literacy acquisition.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Describe the impact of common disabilities on communication and language.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
implement evidence-based strategies for teaching children who have communication and language delays and/or disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33

## Brandman University School of Education Exit Survey

Use and communicate the results of a variety of individualized assessment and evaluation approaches appropriate for students with mild/moderate/severe disabilities	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Make appropriate educational decisions on the basis of a variety of non-biased standardized and non-standardized techniques, instruments and processes that are standards-based and/or curriculum-based, and appropriate to the diverse needs of individual students.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Assess the developmental, academic, behavioral, social, communication, career and community life skill needs of students with disabilities, and to monitor students' progress and make appropriate decisions for students' participation in state-mandated accountability measures.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Write effective assessment reports that include background information, results of current assessment, conclusions, and recommendations for instruction	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Select, modify, and evaluate validated curriculum that is specific and appropriate for projected outcomes for students with disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Communicate effectively assessment results and their implications for regular classroom teachers, parents, and other educational professionals.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Demonstrate effective clinical teaching methods appropriate for students with disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Identify and implement specific evidence-based curriculum and interventions to meet the education needs of individuals with moderate/severe disabilities based upon assessment.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Relate the use of technology and equipment to the curriculum of individuals with severe disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Design an effective educational environment that meets the educational, social, behavioral, and physical needs of students with moderate/severe disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Communicate and collaborate, including managing conflict and negotiation, in order to supervise paraprofessionals, involve family members, school administrators, DIS service providers, and other IEP members.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Continually analyze assessment and performance data to determine whether to maintain, modify or change specific instructional strategies, curricular content and adaptations, positive behavior supports and/or daily schedules to facilitate skill acquisition and successful participation of all students with moderate/severe disabilities	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33

## Brandman University School of Education Exit Survey

Develop and implement transition plans that meet legal requirements for students with disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Teach self-advocacy/self-determination skills to students with disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Teach life skills relevant to independent, personal, and community living for students with disabilities.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33
Demonstrate an understanding of the California Education Code, California Code of Regulations and Penal Code section of the law relative to behavioral emergencies and behavioral interventions for maladaptive behaviors.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Write a behavioral intervention plan for a student with an emotional/behavioral disability that includes data from a functional analysis, measurable descriptions of specific maladaptive behaviors, and replacement behaviors.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Implement school-wide positive behavior supports for students with disabilities.	0.00% 0	16.67% 1	16.67% 1	66.67% 4	6	3.50
Collaborate with mental health agencies, developmental disabilities organizations, social services, and other community resources to address social, behavioral, and emotional needs of students.	0.00% 0	16.67% 1	33.33% 2	50.00% 3	6	3.33