

**May 2012 Data Conference Report
Fall 2011-Spring 2012 Data**

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Program/course: __Educational Diagnostician

Program data:

1. After reviewing your Fall 11-Spring 12 data, what changes will you make toward program improvement for Fall 2012?
 - Need more content concentration for improvement in Domains 1 & 4 in the Texas Competencies for Educational Diagnosticians.
 - Restructure degree program to have six foundational courses.
 - Strengthening a focused certification section
 - Implementing the Quality Matters evaluation into all of the classes in this program
 - Reworking the delivery time frames for focused delivery of instruction
 - Look at packaging the entire Educational Diagnostician program
 - Effectively train adjuncts and field supervisors. Rewriting the guidelines for adjuncts and field supervisors is in the handbook including communication expectations.
 - Extensive Taskstream training needed for all parties including instructors and students.

Disposition data:

1. Please review the 2011-2012 Disposition Data for your program/courses taught. What discrepancies do you notice between self and supervisor/professor assessments? To what do you attribute this discrepancy (if any)?
 - 3.3 Rapport with Families
 - 4.3 Involvement with Families

Rationale: Students did not feel it was pertinent to the field.

2. Please list areas in which candidates performed exceptionally well. Why do you think this happened?

- Professional Practices
 - 2.2 Organization
- Professional Relationships
- Professional Development

Rationale: These areas are heavily stressed in the program and the professors listened to the candidates' comments to create effective courses.

3. Please list areas in which candidates performed in the lower range. What is the possible cause? What changes might be necessary in your program/course to improve this result?

Rationale: Although not considered weak, relative to the other areas the Professional Qualities were difficult to evaluate fairly due to the disconnect.

4. Overall summary of Disposition findings:

Dispositions need to be rewritten to better address the specifics of the graduate program. This will be done by graduate faculty for fall 2012 implementation.