

Evaluation of a Special Education Teacher In-Service Program to Increase Student Achievement

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Abstract : Students with disabilities perform historically lower than their peers on standardized assessments. There needs to be more work in the literature providing strategies to improve student scores on standardized assessments and how they are connected to teacher in-service programs. This quantitative causal-comparative study measured the impact of a teacher in-service program geared toward special education teachers. The study was conducted at a small public charter school serving grades 6-12 in Massachusetts. The students were given a pre and post-test before and after the teacher in-service program. Data were collected from 34 students' reading scores in grades six, seven, eight, and 10. A paired t-test was conducted to measure if there was an increase in reading scores after the teacher in-service program. The study assumed that the teachers had implemented the strategies they learned during the teacher in-service program. The study also had limitations, including a small sample size, and the findings may not be generalized for the entire special education population. Although the study indicated no significant difference in the test scores, the teacher in-service programs and their effects on student achievement can still be further investigated.

Keywords : student achievement, standardized testing, teacher in-service, special education

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