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| **Assurance of Student Learning Report****2020-2021** |
| *College of Educaiton and Behvior Sciences* | *School of Teacher Education* |
| *Master of Arts in Special Education: Learning and Behavior Disorders #0457* |
| *Dr. Susan Keesey, Director* |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** |
| **Student Learning Outcome 1:** Graduatestudents will recognize and incorporate diversity and diverse learning needs while planning curriculum.  |
| **Instrument 1** | Develop a lesson plan using the explicit teaching model in (SPED 531). |
| **Instrument 2** | Videotape themselves teaching  |
| **Instrument 3** | Complete a Reflection Assessment using the KTIP Self-Assessment Task E Evaluation |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 2:** Graduatestudents will engage in a research Inquiry Project that directly impacts their classroom instruction. The fundamental purpose of the Teaching as Inquiry Project is to achieve improved outcomes for all students. Less obviously, but very importantly, the Project is an organizing framework that teachers can use to help them learn from their practice and build greater knowledge. There are 4 parts to the project. |
| **Instrument 1** | This instrument in SPED 595 involves four inquiries for candidates to complete in their classrooms: Focusing Inquiry: My student outcomes: How are my students doing in relation to those outcomes now? What do my students need to learn next in order to achieve those outcomes? Teaching Inquiry: What selected evidence-based teaching strategies support my students to achieve these outcomes? Learning Inquiry: My student outcomes: Evidence of Progress Monitoring toward the identified outcomes. How are my students doing in relation to those outcomes? What is the evidence telling me? What happened as a result of your teaching using the strategy(s)? What are the future teaching implications? What are the next steps for learning? Finally, Reflection: What I learned about my everyday classroom practices.  |
| **Instrument 2** | Capstone: Using data from the Inquiry Research Project, Candidates develop a presentation that is shared with the class. |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Student Learning Outcome 3:**  All Special Education majors must successfully pass Praxis II tests in Learning and Behavior Disorders: Mild to Moderate to complete this program and to continue to improve and problem solve real-world examples. |
| **Instrument 1** | Praxis II: 5543Special Education : Core Knowledge and Mild to Moderate Applications |
| **Instrument 2** |  |
| **Instrument 3** |  |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)**  |
| The Learning & Behavior Disorders program transformed to a singular Master of Special Education Program with three designated pathways, effectively reducing our credits from 43 to 30 in each pathway. The MAE in LBD is designed to develop teachers who can positively impact student learning in their classrooms and schools while serving students with Learning and Behavior Disorders. This program offers courses and experiences for initial preparation of Exceptional Education teachers and for those seeking advanced preparation. Advanced preparation programs include Professional Learning Communities in which teacher candidates interact with other graduate students from various content areas and grade levels to discuss and work on real world challenges and promising practices they encounter in schools. This concentration is for advanced preparation in LBD for those with prior LBD teacher certification. Within this concentration, the teacher candidate is expected to become competent in theory, research, and application of best teaching practices related to exceptional students with Learning and Behavior Disorders and to exhibit appropriate teacher disposition behaviors as indicated by the College of Education and Behavioral Sciences Teacher Disposition Rating Form. Teacher candidates will complete a professional education component and a specialization component based upon their certification status, educational background, and career goals. |

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| **Student Learning Outcome 1** |
| **Student Learning Outcome**  | Candidates will recognize and respect diversity and diverse learning needs while planning curriculum  |
| **Measurement Instrument 1**  | Approved lesson plan must follow the state criteria that follows the federal guidelines. See Criteria below. All lesson plans must have the following components: Contextual Information; Measurable Objectives written in behavioral terms; Relationship of Objectives to State Standards; Assessment Plan (including pre-, formative, and post/summative assessments for EACH objective); Procedures used to teach the lesson; and a reflection about the lesson and student learning. |
| **Criteria for Student Success** | *The Learning and Behavior students follow the Kentucky Guidlines, Criteria, and Evaluation found* [*here under IEP and Lesson Development Guidlines*](https://education.ky.gov/specialed/excep/forms/Pages/IEP-Guidance-and-Documents.aspx) |
| **Program Success Target for this Measurement** | 100% Percentage of program students sampled are desired to achieve the goal of identifying assessment data, selecting interventions, and documenting individual student progress for further evaluation.  | **Percent of Program Achieving Target** | 100% of program students achieved the target for this measurement as determined by the KY Guidelines for IEP writing (this is a federally funded document and must be completed correctly.  |
| **Methods**  | This lesson plan is completed by all of our program participants who are required to complete this course. The participating students were evaluated based upon the rubric below. Source of Evidence: Lesson Plan Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date of Observation :\_\_\_\_\_\_\_\_\_\_\_\_\_ Cycle:\_\_\_\_\_\_ Ages/Grades of Students \_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Students in Class \_\_\_\_\_\_\_\_\_\_\_\_\_\_ # of Students having IEP/504 \_\_\_\_\_\_ # of Gifted Students\_\_\_\_\_\_ # of Students having LEP \_\_\_\_\_\_ Lesson Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ 1. Context: Describe the Students for which this Lesson is Designed (1B): Identify your students’ backgrounds, special needs, cultural differences, interests, and language proficiencies. Use student initials for specific information about students in terms of learning strategies, behavior strategies. Give examples of what you know about students’ interests, outside activities, etc., which could be incorporated into lesson plan. Also, be specific about student skills and knowledge. Describe racial, socioeconomic diversity in class. 2. Lesson Learning Targets/Objectives (1A) (1C) a. Previous lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.) b. Current lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.) c. Next lesson’s learning targets/objectives (Connect each target/objective to the appropriate state curriculum/content area standards.) 3. Students’ Baseline Knowledge and Skills (1B) (1F) Describe and include the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson. 4. Formative Assessment (1F) Describe and include the formative assessment(s) and the criteria/rubric for expected outcomes to be used to measure student progress during this lesson. 5. Resources (1D) Identify the resources and assistance available to support your instruction and facilitate students’ learning for this lesson. This includes links to technology, homework, exit or bell ringer slips, readings, etc. Be specific if there is an aide in the classroom and their role. a) 6. Lesson Procedures (1E) Describe the sequence of strategies/activities/assessments that will be used to scaffold instruction, engage your students, facilitate attainment of the lesson objective(s), and promote higher order thinking. Within this sequence, be sure to describe how the instruction will be differentiated to meet your students’ needs, interests, and abilities. 7. Watch For------- Identify anything that you would like specifically observed during this lesson |
| **Measurement Instrument 2** | Videotape themselves in a Teaching Event  |
| **Criteria for Student Success** | Graduate students will videotape themselves teaching their explicit lesson plan in a classroom. |
| **Program Success Target for this Measurement** | **100%**100% Percentage of program students sampled are desired to achieve the goal. | **Percent of Program Achieving Target** | **100%**100% of graduate students successfully completed the lesson plan video of teaching at Proficient. |
| **Methods** | Graduate students may use any electronic device available to them to videotape their teaching event. Program faculty evaluated the videos. Assessment: Source of Evidence: Lesson Plan Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Date of Observation:\_\_\_\_\_\_\_\_\_\_\_\_\_Ages/Grades: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Number of Students in class: \_\_\_\_\_\_Gifted \_\_\_\_\_Having IEP \_\_\_\_ELL \_\_\_\_\_\_Lesson Title:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_1. Learning Target(s)/Objectives (1C) List the lesson learning target(s)/objective(s) [connect each target/objective to the appropriate state curriculum/content area standards]a)2. Pre-assessment (1F) Describe the pre-assessment(s) used to establish students’ baseline knowledge and skills for this lesson.b) 3. Formative Assessment (1F) Describe and include the formative assessment(s) to be used to measure student progress during this lesson.c) 4. Resources (1D) Identify the resources including appropriate technology needed for the lesson.d) 5. Lesson Procedures (1E) Describe the sequence in which the differentiated strategies/activities and/or assessments will be used to engage your students and facilitate attainment of the lesson objective(s) and promote higher order thinking.e) 6. Watch For-------Identify anything that you would like specifically observed during this lessonKTIP Observations of Teaching & Post-Observation Reflection |
| **Measurement Instrument 3** | Complete a Reflection Assessment using the KTIP Self-Assessment Task E Evaluation |
| **Criteria for Student Success** | **Accomplished**100% Percentage of program students sampled are desired to achieve the goal. |
| **Program Success Target for this Measurement** | **100%**  | **Percent of Program Achieving Target** | **100%: This is a reflection of student perception of their own teaching. Students are to identify areas of need and improvement, and then choose how they will increase their knowledge and skills in the identified area.**  |
| **Methods** |  |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) |
| We are able to successfully meet our learning goal of students writing lesson plans and teaching the plan to individuals with learning and behavioral disorders. In the summer term following the 21-22 academic year, we will review the evidence-based strategies we are using and ensure that we our students are continuing to use the most current evidence-based strategies. We will review our rubrics and directions and ensure that this learning goal continues to be met at a high standard.  |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| We have found that the sequencing of classes might need to be adjusted. For the coming year, we will consider having students enter this course only after they have completed one behavior course and possibly the assessment course. |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| We will assess student gains at the end of the 21-22 academic year, giving us two iterations of the course. The instructor of the course will look at the assignment and rubric. |

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| **Student Learning Outcome 3** |
| **Student Learning Outcome**  | **Student Learning Outcome 3:**  All Special Education majors must successfully pass Praxis II tests in Learning and Behavior Disorders: Mild to Moderate to complete this program and to continue to improve and problem solve real-world examples. |
| **Measurement Instrument 1** |  **PRAXIS II**  |
| **Criteria for Student Success** | Students must pass the Praxis II in 12 specific areas |
| **Program Success Target for this Measurement** | Passing score in all areas. | **Percent of Program Achieving Target** | 98% |
| **Methods**  |  |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | **X****[ ]  Met** | **[ ]  Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) |
| **New faculty have been hired in Fall, 2021 with experience in Assessment and Behavior. There are 12 sections of the Praxis II in LBD. Assessment has one of the lowest average percentage points earned at 70%. The assessment course is being redesigned by the current newly hired faculty. We should be able to look at data at the end of this academic year to mark improvement in that overall % score.** |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) |
| **Course outcomes were reviewed by Special Education faculty to ensure that course outcomes address the KY Teacher Standards for the Profession, and the NCATE Approved CEC Special Education Professional Preparation Advanced Standards** <https://www.cec.sped.org/~/media/Files/Standards/Professional%20Preparation%20Standards/Advanced%20Preparation%20Standards%20with%20Explanation.pdf> |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) |
| This Assessment Cycle Plan is a yearly review when the 21-22 Academic year closes. |