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| **Assurance of Student Learning**  **2020-2021** | |
| College of Education and Behavior Sciences | School of Teacher Education |
| Master of Arts in Education: Moderate and Severe Disabilities #0438 | |

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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:** Candidates use multiple evidence-based teaching strategies to engage diverse learning needs while planning and implementing curriculum. | | | |
| **Instrument 1** | Develop a lesson plan using the explicit teaching model | | |
| **Instrument 2** | Videotape themselves teaching | | |
| **Instrument 3** | Complete a reflection based on self-evaluation and supervisor evaluation of lesson | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Candidates engage in a research Inquiry Project (SPED 595) that directly impacts their classroom instruction. The fundamental purpose of the *Teaching as Inquiry Project* is to use knowledge and skills learned in the MAE program to improve outcomes for individuals in their classrooms. | | | |
| **Instrument 1** | This instrument 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, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** All Special Education majors will successfully pass Praxis II tests in Special Education: Core Knowledge and Severe to Profound Applications to demonstrate the knowledge and skills to continue to improve real-world examples. | | | |
| **Instrument 1** | Praxis II: 5545  Special Education : Core Knowledge and Severe to Profound Applications | | |
| **Instrument 2** |  | | |
| **Instrument 3** |  | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| The MAE:MSD program has been successful at meeting the learning outcomes of the students. This program was awarded a Department of Education (DOE) grant to grow the quantity and quality of the graduates of the program. SPED faculty redid coursework and realigned standards as part of the grant. Cohort 1 began in 2020, so the new Student Learning Outcomes from the realigned program have not yet been implemented. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | Candidates use multiple evidence-based teaching strategies to engage diverse learning needs while planning and implementing curriculum. | | | | | | |
| **Measurement Instrument 1** | Develop a lesson plan using the explicit teaching model | | | | | | |
| **Criteria for Student Success** | Approved lesson plan  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. | | | | | | |
| **Program Success Target for this Measurement** | | | 100% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** | 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 teaching | | | | | | |
| **Criteria for Student Success** | Candidates must videotape themselves teaching their explicit lesson plan | | | | | | |
| **Program Success Target for this Measurement** | | **100%** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** | Candidates may use any electronic device available to them to videotape their teaching event. | | | | | | |
| **Measurement Instrument 3** | Complete a Reflection Assessment | | | | | | |
| **Criteria for Student Success** | **Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary** | | | | | | |
| **Program Success Target for this Measurement** | | **Accomplished** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| We met our learning goal of students writing lesson plans and teaching the plan to individuals with low incidence disabilities. In the summer term, we reviewed the evidence-based strategies we are teaching and the associated assignments. Each year we will review the content and rubrics of the course to ensure that the information we present remains current. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Candidates engage in a research Inquiry Project (SPED 595) that directly impacts their classroom instruction. The fundamental purpose of the *Teaching as Inquiry Project* is to use knowledge and skills learned in the MAE program to improve outcomes for individuals in their classrooms. | | | | | | |
| **Measurement Instrument 1** | This instrument 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. | | | | | | |
| **Criteria for Student Success** | Identification of a student or small group of students who need academic or behavioral interventions. Documented assignments that require research articles that address those gaps; data collection of probes over a six to eight week span using effective strategies found in the literature; documentation of the data. | | | | | | |
| **Program Success Target for this Measurement** | | | 100% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 2** | Capstone: Using data from the Inquiry Research Project, Candidates develop a presentation that is shared with the class. | | | | | | |
| **Criteria for Student Success** | Live presentation to class | | | | | | |
| **Program Success Target for this Measurement** | | **100%** | | **Percent of Program Achieving Target** | | **100%** | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| We met our learning goal. All students in the program completed an inquiry-based project based on improving outcomes for individuals in their class. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | All Special Education majors will successfully pass Praxis II tests in Special Education: Core Knowledge and Severe to Profound Applications to demonstrate the knowledge and skills to continue to improve real-world examples. | | | | | | |
| **Measurement Instrument 1** | Praxis II results | | | | | | |
| **Criteria for Student Success** | Passing score | | | | | | |
| **Program Success Target for this Measurement** | | | 100% | | **Percent of Program Achieving Target** | 100% | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 2** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.) | | | | | | | |
| No actions need to be taken at this time. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
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