

**Assurance of Student Learning
2018-2019**

College of Education and Behavior Sciences

School of Teacher Education

Special Education Initial Certification: Learning and Behavioral Disorders, Masters of Arts in Teaching 0456

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: Graduate students will recognize and incorporate diversity and diverse learning needs while planning curriculum.

Instrument 1	Develop a lesson plan using the explicit teaching model
Instrument 2	Videotape themselves teaching
Instrument 3	Complete a Reflection Assessment using the KTIP Self-Assessment Task E Evaluation

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	Met	Not Met
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Student Learning Outcome 2: Graduate students will engage in a research Inquiry Project that directly impacts their classroom instruction.

Instrument 1	<p>Students must successfully complete the internship course, SPED 590: Advanced Internship in Exceptional Education (6 hours) with a course grade of C or higher, and complete a proficient or exemplary teacher work sample as their capstone experience.</p> <p>This instrument involves four inquiries for candidates to complete in their classrooms: <u>Focusing Inquiry</u>: 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? <u>Teaching Inquiry</u>: What selected evidence-based teaching strategies support my students to achieve these outcomes? <u>Learning Inquiry</u>: 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, <u>Reflection</u>: What I learned about my everyday classroom practices.</p>
Instrument 2	Capstone: Using data from the Inquiry Research Project, 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 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: 5543 Special Education : Core Knowledge and Mild to Moderate 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.)			
<p>This Special Education initial certification program in Learning and Behavior Disorders (P-12), which will lead to a Master of Arts in Teaching, is for individuals who are seeking initial certification in LBD (P-12) (P-12) and may or may not be currently employed as a teacher of students with Learning and Behavior Disorders (P-12). This option is for those individuals with no prior teacher certification in any area. The 36-hour program consists of coursework in induction to the profession of special education, the diagnosis and assessment of learning and behavioral disabilities, prescriptive teaching, managing behavior disorders and positive behavior supports, research in special education, and special education law. If a student is currently employed or has verification of employment from a school district, the student may be eligible for a Temporary Provisional Teaching Certificate. If a student does not secure employment as the teacher of record in an LBD (P-12) setting during the program, the student will be required to complete the equivalent of the state required student teaching experience in an unpaid position in an accredited public school within WKU's service area. Graduates completing the equivalent of a student teaching experience will be eligible for a Statement of Eligibility for certification as a teacher of students with LBD (P-12). Students must submit passing scores on the Praxis II and be fully admitted to the professional education unit (teacher admissions) PRIOR to enrolling in SPED 590. Students must meet all state requirements for student teaching and initial certification. SPED 590 should be taken as the final course of the program. All courses in the program carry critical performance indicators (CPI's) that must be completed before the final course grade will be recorded. Each course's CPI becomes a part of the portfolio that is reviewed at the end of each semester for progress through the program.</p>			

Student Learning Outcome 1

Student Learning Outcome	Graduate students will recognize and incorporate diversity and diverse learning needs while planning 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% 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 projects.
Methods	<p>This lesson plan is a completed by all of our program participants are required to complete this course. The participating students were evaluated based upon the rubric below.</p> <p>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: _____</p> <p>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</p>		

Measurement Instrument 2	Videotape themselves teaching		
Criteria for Student Success	Graduate students must videotape themselves teaching their explicit lesson plan.		
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 projects.
Methods	Candidates may use any electronic device available to them to videotape their teaching event and for the faculty review progress.		
Measurement Instrument 3	Complete a Reflection Assessment using the KTIP Self-Assessment Task E Evaluation		
Criteria for Student Success	Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary		
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 projects.
Methods	Candidates reflect upon their teaching event using the videotape of their teaching event and for the faculty review progress.		
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 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, 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.)			
In the summer term, 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.			

Student Learning Outcome 2

Student Learning Outcome	Graduate students will engage in a research Inquiry Project that directly impacts their classroom instruction.		
Measurement Instrument 1	This instrument involves four inquiries for candidates to complete in their classrooms: <u>Focusing Inquiry</u> : 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? <u>Teaching Inquiry</u> : What selected evidence-based teaching strategies support my students to achieve these outcomes? <u>Learning Inquiry</u> : 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, <u>Reflection</u> : What I learned about my everyday classroom practices.		
Criteria for Student Success	<p>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.</p> <p>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.</p>		
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 projects.
Methods	Faculty lead candidates in the selection of required 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. Faculty review determined students successfully completed the project.		
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% 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 projects.
Methods	Faculty lead candidates in the selection of required 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. Faculty review determined students successfully completed the project.		
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.)			
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			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
The 2018-2019 Inquiry Project will continue to influence students with Learning and Behavior Disorders outcomes in a positive trajectory to support students to proficient and above.			

Student Learning Outcome 3			
Student Learning Outcome	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 results		
Criteria for Student Success	Passing score		
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 projects.
Methods	Graduate students must take the national test and pass for certification in Learning and Behavior Disorders certification P-12. State reports indicate all students passed.		
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.			<table border="1"> <tr> <td>Met</td> <td>Not Met</td> </tr> </table>	Met	Not Met
Met	Not Met				
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)					
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					
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)					
The 2018-2019 Inquiry Project will continue to influence students with Learning and Behavior Disorders outcomes in a positive trajectory to support students to proficient and above.					