

**Assurance of Student Learning**

**2018-2019**

College of Education and Behavior Sciences

School of Teacher Education

**Master of Arts in Education: Moderate and Severe Disabilities #0438**

**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 use multiple evidence-based teaching strategies to engage diverse learning needs while planning and implementing curriculum.

<b>Instrument 1</b>	Develop a lesson plan using the explicit teaching model
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<b>Instrument 2</b>	Videotape themselves teaching
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<b>Instrument 3</b>	Complete a reflection based on self-evaluation and supervisor evaluation of lesson	
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>
<p><b>Student Learning Outcome 2:</b> Graduate students engage in a research Inquiry Project that directly impacts their classroom instruction. The fundamental purpose of the <i>Teaching as Inquiry Project</i> is to use knowledge and skills learned in the MAE program to improve outcomes for individuals in their classrooms.</p>		
<b>Instrument 1</b>	<p>This instrument (SPED 595) involves four inquiries for Graduate students 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>	

<b>Instrument 2</b>	Capstone: Using data from the Inquiry Research Project, Graduate students develop a presentation that is shared with the class.	
<b>Instrument 3</b>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>
<b>Student Learning Outcome 3:</b> 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.		
<b>Instrument 1</b>	Praxis II: 5545 Special Education : Core Knowledge and Severe to Profound Applications	
<b>Instrument 2</b>		
<b>Instrument 3</b>		
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>

**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; however, we continue to have low enrollment numbers. Therefore, we are not meeting the state's need to fill this critical shortage area. In 2019, we plan to apply for a Department of Education personnel preparation grant to bolster the numbers in our program. Our program will benefit from tuition support, support for targeted recruitment efforts, and a revitalization of coursework.

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**Student Learning Outcome 1**

<b>Student Learning Outcome</b>	Graduate students will use multiple evidence-based teaching strategies to engage diverse learning needs while planning and implementing curriculum.
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<b>Measurement Instrument 1</b>	Develop a lesson plan using the explicit teaching model		
<b>Criteria for Student Success</b>	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.		
<b>Program Success Target for this Measurement</b>	100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	100% of graduate students successfully completed the lesson plan projects.

<p><b>Methods</b></p>	<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>Faculty evaluated the lesson 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: _____ 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>
<p><b>Measurement Instrument 2</b></p>	<p>Videotape themselves teaching</p>

<b>Criteria for Student Success</b>	Graduate students must videotape themselves teaching their explicit lesson plan		
<b>Program Success Target for this Measurement</b>	<b>100%</b> 100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	<b>100%</b> 100% of graduate students successfully completed the lesson plan video of teaching.
<b>Methods</b>	Graduate students may use any electronic device available to them to videotape their teaching event. Faculty evaluated the videos using the rubric included above.		
<b>Measurement Instrument 3</b>	Complete a Reflection Assessment		
<b>Criteria for Student Success</b>	<b>Rating Scale to be used: (I) Ineffective, (D) Developing, (A) Accomplished, (E) Exemplary</b>		
<b>Program Success Target for this Measurement</b>	<b>Accomplished</b> 100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	<b>100%</b> 100% of graduate students successfully completed the reflection assessment.

<b>Methods</b>	All students in the course completed the critical reflection.					
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.</b>	<b>Met</b>	<b>Not Met</b>				
<b>Actions</b> (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 high-intensity needs.						
<b>Follow-Up</b> (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 engage in a research Inquiry Project 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 Inquiry Project in SPED 595 involves four inquiries for Graduate students 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.

<b>Program Success Target for this Measurement</b>	100%  100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	100%  100% of graduate students successfully completed the SPED 595 Inquiry.
<b>Methods</b>	Faculty assessed the completion of the SPED 595 Inquiry.		
<b>Measurement Instrument 2</b>	Capstone: Using data from the Inquiry Research Project, Graduate students develop a presentation that is shared with the class.		
<b>Criteria for Student Success</b>	Live presentation to class		
<b>Program Success Target for this Measurement</b>	<b>100%</b>  100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	<b>100%</b>  100% of graduate students successfully completed the SPED 595 Inquiry presentation.
<b>Methods</b>	Faculty evaluated the completion of the SPED 595 Inquiry presentation.		
<b>Measurement Instrument 3</b>			

<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.</b>	<b>Met</b>	<b>Not Met</b>	
<b>Actions</b> (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 engaging in an inquiry-based project that improves outcomes for individuals in their class.			
<b>Follow-Up</b> (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 rubrics and procedures to and update information as necessary to ensure our students continue to successfully meet this outcome.

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### Student Learning Outcome 3

<b>Student Learning Outcome</b>	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.
<b>Measurement Instrument 1</b>	Praxis II results
<b>Criteria for Student Success</b>	Passing score

<b>Program Success Target for this Measurement</b>	100%  100% Percentage of program students sampled are desired to achieve the goal.	<b>Percent of Program Achieving Target</b>	100%  100% of graduate students successfully completed the Praxis II.
<b>Methods</b>	Students complete the Praxis II at an approved testing site. Proper identification is required and stringent testing protocol is followed. This is a timed, computer-based standardized test. It is required by the state of Kentucky for all future teachers. Scores are reported directly to WKU.		
<b>Measurement Instrument 2</b>			
<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Measurement Instrument 3</b>			

<b>Criteria for Student Success</b>			
<b>Program Success Target for this Measurement</b>		<b>Percent of Program Achieving Target</b>	
<b>Methods</b>			
<b>Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.</b>	<b>Met</b>	<b>Not Met</b>	
<b>Actions</b> (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.			
<b>Follow-Up</b> (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
