

**Assurance of Student Learning
2019-2020**

College of Education and Behavior Sciences

School of Teacher Education

Master of Arts in Education: Special Education for Teacher Leaders: Learning and Behavior Disorders #0457

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 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, 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. 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: <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.
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
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
Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)		
<p>The Learning & Behavior Disorders program is in the process of transformation to a singular Master of Special Education Program with three designated pathways, effectively reducing our credits from 43 to 30 in each pathway. 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.</p>		

Student Learning Outcome 1

Student Learning Outcome	Candidates will recognize and respect diversity and diverse learning needs while planning curriculum		
Measurement Instrument 1	Develop a lesson plan using the explicit teaching model in SPED 531.		
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	80% of students will earn an overall score of 90% or higher on the rubric and on no individual rubric dimension will the average score across all students be less than 80% of all possible points in that dimension. Students are afforded an iterative process allowing growth in any dimension falling below the target and will continue to refine their lesson plans until the target is met.	Percent of Program Achieving Target	100% 100% of graduate students successfully completed the lesson plan projects. Graduate students are given multiple opportunities to practice writing lesson plans in order to reach Accomplished (3).
Methods	<p>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.</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 plans. 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</p>		

	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 an explicit lesson plan that they have written for their students with learning disabilities. Students identify learners' needs based on individual learning goals identified from their IEPs. Graduate students then evaluate their own teaching effectiveness using a Self-Assessment Evaluation from the KTIP process.		
Criteria for Student Success	Graduate students videotape themselves teaching their explicit lesson plan. They then evaluate their teaching based on the components and prompts in the Self-Assessment Evaluation.		
Program Success Target for this Measurement	80% of students will earn an overall score of 90% or higher on the rubric and on no individual rubric dimension will the average score across all students be less than 80% of all possible points in that dimension. Students are afforded an iterative process allowing growth in any dimension falling below the target and will continue to refine their teaching skills until the target is met.	Percent of Program Achieving Target	100% 100% Percentage of program students sampled are desired to achieve the goal. Graduate students are given multiple opportunities to practice teaching in order to reach Accomplished (3).
Methods	<p>Graduate students may use any electronic device available to them to videotape their teaching event. Program faculty evaluated the videos.</p> <p>Assessment: Source of Evidence: Lesson Plan Name: _____ Date of Observation: _____ Ages/Grades: _____ Number of Students in class: _____ Gifted _____ Having IEP _____ ELL _____ Lesson Title: _____</p> <p>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 lesson</p> <p>KTIP Observations of Teaching & Post-Observation Reflection</p>		
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	Accomplished 100% Percentage of program students sampled are desired to achieve the goal. Students are given multiple opportunities to practice teaching in order to reach Accomplished (3).	Percent of Program Achieving Target	100% 100% of graduate students will score Accomplished (3) or higher and on no individual rubric category will the average score across all students be less than 3.	
Methods	Candidates reflect upon their teaching event using the videotape of their teaching event and faculty review progress. Program faculty evaluated the videos.			
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.)				
<div style="border: 1px solid black; padding: 10px;"> <p>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.</p> </div>				
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)				
<p>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.</p>				

Student Learning Outcome 2

<p>Student Learning Outcome</p>	<p>Graduate students 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.</p> <p>Students will be able to answer the following Questions:</p> <p>The key question for the teaching inquiry is: What strategies (evidence-based) are most likely to help my students learn what they need to learn? If they hadn't already done so, the teachers set up processes for capturing evidence about the impact of their teaching on their target students, for example, through assessment procedures, interviews with the students, samples of students' work, video recordings, and observations of themselves and their students.</p> <p>In this learning inquiry, the teacher investigates the success of the teaching in terms of the prioritized outcomes, using a range of assessment approaches. They do this both while learning activities are in progress and also as longer-term sequences or units of work come to an end. They then analyze and interpret the information to consider what they should do next.</p> <p>The key question for the learning inquiry is: What happened as a result of the teaching, and what are the implications for future teaching?</p> <p>Two related questions then lead the inquiring teacher back into another round of inquiry: Is there something I need to change? What are the next steps for learning?</p>		
<p>Measurement Instrument 1</p>	<p>The project in SPED 595 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>		
<p>Criteria for Student Success</p>	<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>Program Success Target for this Measurement</p>	<p>100% 100% Percentage of program students sampled are desired to achieve the goal.</p>	<p>Percent of Program Achieving Target</p>	<p>100% 100% of graduate students successfully completed the SPED 595 Inquiry.</p>

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 evaluation deemed the projects to be successfully completed.		
Measurement Instrument 2	Capstone: Using data from the Inquiry Research Project, Candidates develop a presentation that is shared with the class. The presentation will focus on the research findings used to choose the strategy that will be applied to each graduate students' pupil's needs (either behavioral or academic). Then through explicit teaching using the chosen strategy, graduate students will document progress for no less than 6 weeks of intervention. Finally, the graduate students will evaluate the effectiveness of the intervention using their own evaluation tool. These data are individual achievements of the progress of students with disabilities, each one different based on his/her behavioral or academic needs identified in the IEP.		
Criteria for Student Success	Live presentation to class using Zoom. Graduate student success is based on the individual evidence presented documenting pupil growth over time in an identified area of concern from that pupil's IEP goals.		
Program Success Target for this Measurement	100% 100% Percentage of program students sampled are desired to achieve the goal. Graduate candidates are coached at key times throughout the course using indicators including choice of peer-reviewed research findings specific to the identified pupil need, strategies identified as effective, documentation of progress, and presentation of findings.	Percent of Program Achieving Target	100% 100% of graduate students successfully completed the SPED 595 Inquiry Presentation.
Methods	Faculty lead candidates in the development of a presentation to highlight progress. Faculty evaluation deemed the presentations to be successfully completed.		
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 Praxis II.		
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.