Assurance of Student Learning
2019/2020

College of Education and Behavior Sciences	School of Teacher Education

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

PLEASE SEE INFORMATION APPENDED TO THE BOTTOM OF THIS REPORT. THIS PROGRAM IS UNDERGOING SIGNIFICANT REVISION WITH ASSISTANCE FROM A DOE GRANT OF $1.1M.

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.	
Instrument 1	Develop a lesson plan using the explicit teaching model and score at least an 80% according to the scoring rubric.
Instrument 2	Videotape themselves teaching

Instrument 3	Complete a reflection based on self-evaluation and supervisor evaluation of lesson and score at least an 80% according to the scoring rubric.

Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 1.	**Met**	**Not Met**

Student Learning Outcome 2: 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.

Instrument 1	This instrument (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. To meet this student learning goal, at least 80% of the students in the program will score an 80% or higher on the scoring rubric.

Instrument 2	Capstone: Using data from the Inquiry Research Project, Graduate students develop a presentation that is shared with the class. To meet this student learning goal, at least 80% of the students in the program will score an 80% or higher on the scoring rubric.		
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; 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.

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

Student Learning Outcome 1	
Student Learning Outcome	Graduate students will 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. 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

Program Success Target for this Measurement	100% Percentage of program students sampled are desired to achieve the goal.	**Percent of Program Achieving Target**	100% of graduate students successfully completed the lesson plan projects.

Methods	This lesson plan is a completed by all of our program participants and are required to complete this course. The participating students were evaluated based upon the rubric below.

Faculty evaluated the lesson 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 teaching and scored by a university supervisor according to a scoring rubric.
Criteria for Student Success	Graduate students must videotape themselves teaching their explicit lesson plan and 100% of the students in the program will score an 80% or higher on the scoring rubric.

Program Success Target for this Measurement	**100%**	**Percent of Program Achieving Target**	**100%**
	100% Percentage of program students sampled are desired to achieve the goal.		100% of graduate students successfully completed the lesson plan video of teaching.

Methods	Graduate students may use any electronic device available to them to videotape their teaching event. Faculty evaluated the videos using the rubric included above.
	Component I: Classroom Teaching
	Task C: Lesson Analysis and Reflection

Intern Name: Date: Cycle:

To ensure that your lesson analysis and reflection inform instruction, this task must be completed **no later than two days after each observed lesson.**

1. Explain how you determined the levels of student performance on your objective(s)/learning targets. Refer to rubrics or criteria used in this determination. (What was effective? What was not effective? What would you keep? What would you change?)

2. For each lesson objective/learning target, sort the student performance into three categories

    a) Below criteria

    b) Meeting criteria

    c) Exceeding criteria

# of students # of students

# of students

3. For each category, describe the students' strengths **and** learning needs.

    a) Below criteria

    b) Meeting criteria

    c) Exceeding criteria

4. Reflect on the following:

    a) How effective was your instruction based on analysis of student performance indentified in number 2 above?

    b) What new professional learning and resources could help you increase your instructional effectiveness?

c) Describe patterns in student performance. How will these patterns be used in planning and instruction

5. For each category of students, how will you differentiate instruction?

    a) Below criteria

    b) Meeting criteria

    c) Exceeding criteria

	6. Describe how you communicate continuous progress with students and parents/caregivers (other than school grade reporting).
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%
	100% Percentage of program students sampled are desired to achieve the goal.		100% of graduate students successfully completed the reflection assessment.

Methods	All students in the course completed the critical reflection and uses it to identify an area of professional growth using the following rubric:
	Task E

Assesses and Manages Professional Growth

Intern Name: Date: Cycle:

Prior to Cycle 1 Committee Meeting

1. Identifying strengths and Areas for Growth

Using the analysis of your self-assessment, student performance data, and feedback from your resource teacher, work with your resource teacher to identify your strengths and areas for professional growth related to the Kentucky Teacher Standards.

• **Strengths**

• **Areas for Growth**

2. Identifying Priority Areas for Growth

From the identified areas for growth, identify two or three priority areas – areas for growth that if addressed would most improve your ability to facilitate student learning and meet the Kentucky Teacher Standards.

- **Priority Area 1**

- **Priority Area 2**

- **Priority Area 3**

  Considering the context of your school, data about your students and the analysis of your self-assessment data, what types of professional development do you think you need?

Cycle 1 Committee Meeting

Your committee will meet with you to reconcile the strengths and priority areas the members identified in Cycle 1 with those you have identified. At that time, you will determine appropriate professional growth activities for Cycle 2. Using the Professional Growth Work Plan template, develop a work plan for each identified Priority Area for Growth. Your work plans must be sent to your committee for review and approval.

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 high-intensity needs.	
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 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.

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 SPED 595 Inquiry.

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Methods	Faculty assessed the completion of the SPED 595 Inquiry.
Measurement Instrument 2	Capstone: Using data from the Inquiry Research Project, Graduate students 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%
	100% Percentage of program students sampled are desired to achieve the goal.		100% of graduate students successfully completed the SPED 595 Inquiry presentation.

Methods	Faculty evaluated the completion of the SPED 595 Inquiry presentation.
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 are able to successfully meet our learning goal of students engaging in an inquiry-based project that improves 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.)

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% 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	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.		
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.	<mark>Met</mark>	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.)

MSD justification:

In 2019, our MSD program was taught almost exclusively by individuals on transitional retirement. Although they maintained current standards in the course, the program suffered from being fragmented and with low enrollment. In 2019, the full-time program faculty engaged in a robust assessment of the program. We identified a number of courses that were no longer needed and added two more courses specifically to address some gaps in the program. We aligned our standards with state IHE:MSD and CEC standards and applied for a DOE grant that focused on developing teachers in rural areas who are certified to work with individuals with high intensity needs. It is an interdisciplinary program with CHHS and the speech language pathology program. DOE awarded the department $1.1 million for five years.

 Below are our goals and objectives.

Abbreviated Objective	Data Sources –process and outcome measure	Method & Analysis
Recruit 15% of scholars from underrepresented groups and 40% of	Project Activity database Applicant database	Frequency analysis

scholars from rural communities.

Thirty scholars will participate in collaborative opportunities	Project Activity database Event Sign in Sheet Annual scholar survey Annual scholar interview	Counts Descriptive Thematic analysis
Prepare 30 scholars to successfully complete their licensure exams, their coursework	Scholar assessments Scholar competency rubric	Descriptive
Prepare 30 scholars in course- and field work on ASD as area of specialization	Scholar assessments Scholar competency rubric	Descriptive
Provide supports and experiences so that all scholars are prepared to work in rural communities in their areas of specialization	Scholar assessments Annual scholar survey and interview	Descriptive Thematic analysis

Table 9: Scholar outcome measures and methods for evaluation

Evaluation Method. The method includes observations, self-report measures, course assessments, and interviews.

Competency Rubrics. A rubric aligned with the state competencies for each course key assessment will be created. Indicators and critical attributes for *Below Standard* (1 to 2 points), *At Standard* (3 to 4 points), and *Target* (5 points) performance levels on state competencies will be generated. The rubric rating for each key assessment will be recorded along with the proportion of rubric points earned for each scholar. For fieldwork assignments**,** we will use the Charlotte Danielson's Framework for Teaching (FFT) adapted for Kentucky Department of Education (Office of Educator Licensure and Effectiveness, Division of Educator Licensure and Quality, 2017). The standard FFT is generally reliable and valid for teacher observations, and uses a summed score across domains, where increase FFT scores are associated with increased student gains on state assessments (r = .28 to .37; Jones & Brownell, 2014). The adapted version uses the same four domains: (1) Planning and Preparation, (2) Classroom Environment, (3) Instruction, and (4) Professional Responsibilities; however, the adapted version features themes standards specific to the commonwealth of Kentucky. Across the domains, observers can categorize scholars as *Ineffective*, *Developing*, *Accomplished*, and *Exemplary* performance. The adapted FFT does align Kentucky teacher standards to Interstate Teacher Assessment and Support Continuum (InTASC) standards.

The WKU EPP Faculty Recommendation form will be used for rating scholars overall field placement performance, which allows field supervisors to rate scholars from *Below Standard* (1 to 2 points), *At Standard* (3 to 4 points), and *Target* (5 points) across the six domains of: (1) Attendance, (2) Participation, (3) Preparation, (4) Communication, (5) Emotional Control, (6) Ethical behavior.

Professional training and engagement form. Scholars will complete an assessment related to ASD cadre/GRREC training engagement that will include items related to the general interest and responsiveness to the content of each training topic.

Annual scholar survey and interview. All scholars will be administered a survey at the end of every academic year. The purpose of the survey is to gather their perceptions of the program, confidence in implementing core skills, their professional networks, their professional aspirations, and gather feedback about the program. Interviews will be conducted with scholars annually. The purpose of the interviews is to gather more in-depth data on the scholar networks, program experience, and professional goals. A post-graduate survey will be developed based on the scholar annual survey and will be administered for the two-years post-graduation.

C(2ii): Clearly specified and measurable objectives and outcomes

Abbreviated Objective	Process Measure	Outcome Measure

Recruit 15% of scholars from underrepresented groups and 40% of scholars from rural communities.	Total no. of recruitment activities No. of targeted recruitment activities No. of applications submitted No. of applicants from underrepresented groups and/or rural communities	Percent of scholars from underrepresented groups Percent of scholars from rural communities
Thirty scholars will participate in collaborative opportunities	No. of scholars who participated in collaborative opportunities No. of collaborative opportunities	Percent of scholars who report that their professional network in rural communities has expanded Percent of scholars who report being engaged during collaborative trainings
Prepare 30 scholars to successfully complete their licensure exams, their	No. of scholars who complete their coursework No. of scholars who completed their licensure programs	Percent of scholars who are rated *At Standard* or above on competency and field placement rubric domains,

coursework		Percent of scholars who are rated *Accomplished* or above on FFT domains
Prepare 30 scholars in course- and field work on ASD as area of specialization	No of scholars who complete course in ASD No. of scholars who complete field work in ASD	Percent of scholars who are rated At Standard or above on competency and field placement rubric domains, Percent of scholars who are rated Accomplished or above on FFT domains Percent of scholars with a passing score on PRAXIS II licensure exams

Provide supports and experiences so that all scholars are prepared to work in rural communities in their areas of specialization	No of students who participated in their field work	Percent of scholars who work in rural communities in areas of specialization

Table 10. Process and outcome measure by objective

C(2iii): the use of objective performance measures that are clearly related to the intended outcomes of the project.

Abbreviated Objective Project Performance measures

Recruit 15% of scholars from underrepresented groups and 40% of scholars from rural communities.	-At the end of every project year, at least 3 targeted recruitment activities will be completed -Every cohort of scholars will have at least 40% of scholars from rural communities -Every cohort, will have at least 15% scholars from underrepresented groups
Thirty scholars will participate in collaborative opportunities	-By the end of the program, 100% of scholars will have participated in at least 3 collaborative opportunities -By the end of their program, 100% of scholars will report that they have made at least 2 professional connections in rural communities -By the end of their program, 80% of the scholars report that the program considerably improved their professional network
Prepare 30 scholars to successfully complete their licensure exams, their coursework	-By the end of the project, 90% or more of the scholars will have successfully completed their coursework with a "B" grade average or higher -By the end of the project, 90% or more of the scholars will have successfully passed their licensure exam -By the end of the project, 80% or more of the graduated scholars will be licensed

Project PREP

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Prepare 30 scholars in course- and field work on ASD as area of specialization	-By the end of the project, 90% or more of the scholars will score 80% or higher on the competency rubrics for key assessments. -By the end of the project, 90% or more of the scholars will score 26/30 or higher on the WKU EPP Faculty Recommendation form. -By the end of the project, 90% or more of the scholars will be rated *Accomplished* or higher across all domains of the FFT. -By the end of the project, 90% or more of the scholars will report that the courses and field work helped them gain knowledge and skills in how to serve children with ASD
Provide supports and experiences so that all scholars are prepared to work in rural communities in their areas of specialization	-By the end of the project, 90% or more of the scholars will report that the program helped them gain knowledge and skills in how to serve children with high needs in rural communities -Two years after graduation, 80% of graduate scholars work in rural communities -Two years after graduation, 80% of graduate scholars serve students with high-intensity needs

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