

Assessment of Student Learning Plan (ASLP): Special Education

2015-16 Academic Year

A. College, Department, Date

College _College of Management and Human Service_____
School School of Education and Human Development
Department ____Teaching and Learning Department_____
Date ____May 25, 2016_____

B. Contact Person for the Assessment Plan

Name and title _____ Pat Red and Julie Alexandrin _____

C. Degree Program

Name of Degree Program ___Masters of Science in Special Education ___

D. Assessment of Student Learning: Program Assessment

Step 1: Identify the Student Learning Outcomes (SLO's)

- a. Do you have your student learning outcomes published on your department's website? No
 - i. If yes, please indicate the url: _____
 - ii. If no, please list 3-5 of the most important student learning outcomes for your program. **What will students know by the end of your program?**

INTASC Model Core Teaching Standards

Standard #1: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Standard #2: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Standard #3: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Standard #4: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Standard #5: Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Standard #6: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

Standard #7: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Standard #8: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Standard #9: Professional Learning and Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Standard #10: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Standard # 11: Technology Standards for Teachers - (NETS.T, now called ISTE-T)

Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community. All teachers will meet the following standards and performance indicators.

[http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_\(April_2011\).html](http://www.ccsso.org/Resources/Publications/InTASC_Model_Core_Teaching_Standards_A_Resource_for_State_Dialogue_(April_2011).html)

- b. Please identify **which of your student learning outcome(s) were assessed this past academic year**. (One or more of the outcomes and corresponding assessment plans could come from your department's CORE Course Blueprint(s).

All were assessed through the teaching standards

- c. Do you have a **matrix or curriculum map** showing when your student learning outcomes are assessed and in which courses? Yes/No

- i. If yes, do you have this map published on your website? Please indicate url or attach a copy of the curriculum map.

Step 2: Assessment Methods Selected and Implemented

- a. Identify which direct measures (other than course grades), that were used to determine whether students achieved the stated learning outcomes for the degree.

Portfolio (Tk20) review connected to the 10 Teaching Standards

Fall Standards document titles

St 1& 2- write a reflection as to why these artifacts meet the standard

Artifact title(s)-

St 1&2 fall Lesson taught with reflection

St 3- write a reflection as to why these artifacts meet the standard

Artifact title(s)-

St 3 fall mentor lesson with reflection
 St 3 fall mentor notes
 St 3 fall supervisor lesson with reflection
 St 3 fall supervisor notes
 St 3 fall rubric (*this is the accumulative St 3 rubric I use every time I observe*)

St 6 - write a reflection as to why these artifacts meet the standard
 Artifact title(s)- (do not put parenthetical info in title)
 St 6 fall SPY 629 (*286 cert only*)
 St 6 fall SED 653 (*282 cert only*)

St 7- write a reflection as to why these artifacts meet the standard
 Artifact title(s)- (do not put parenthetical info in title)
 St 7 fall mentor lesson with reflection
 St 7 fall mentor notes
 St 7 SPY 610 (*286 cert only*)

St 8 - write a reflection as to why these artifacts meet the standard
 Artifact title(s)- (do not put parenthetical info in title)
 St 8 fall teaching log
 St 8 fall SED 621 (*286 cert only*)
 St 8 fall SED 518 (*282 cert only*)
 St 8 fall supervisor lesson with reflection
 St 8 fall supervisor notes

ALL artifacts should be free of instructor comments and edits. Please post "clean copies".	
St 1&2 282	
	St 1&2 sp SPY 625 MTSS math student background NOTE- only student background
	St 1&2 sp SPY 627 MTSS reading student background NOTE- only student background
	St 1&2 sp lesson plan taught with reflection
	St 1&2 sp self-selected artifact NOTE-you should justify it's addition in your reflection
St 1&2 286	
	St 1&2 sp lesson plan taught with reflection
	St 1&2 sp SED 612 assignment
	St 1&2 sp self-selected artifact NOTE-you should justify it's addition in your reflection
St 3 282 and 286	
	St 3 sp SED 615 GPBS (or IPBS whichever you choose)
	St 3 sp supervisor lesson with reflection
	St 3 sp supervisor notes
	St 3 sp st3 rubric for year
St 4&5 282 and 286	
	St 4&5 sp Lesson Series explanation of algnmt of lrn obj and curr st NOTE- alignment section only
	St 4&5 sp Lesson Series explanation of progress toward lrn obj NOTE- progress toward learning objective only
St 6 282	
	St 6 sp SPY 625 MTSS math Assmt Progress Analysis NOTE- assessment progress analysis only

	St 6 sp SPY 627 MTSS reading Assmt Progress Analysis NOTE- assessment progress analysis only
	St 6 sp prof devel plan assessment strategies (your presentation)
	St 6 sp supervisor lesson with reflection
	St 6 sp supervisor notes
St 6 286	
	St 6 sp prof devel plan assessment strategies (your presentation)
	St 6 sp supervisor lesson with reflection
	St 6 sp supervisor notes
St 7 282 and 286	
	St 7 sp Lesson Series lesson plan with reflection
	St 7 sp lesson plan taught for different objective (but not lesson series, justify it's addition in your reflection)
	St 7 sp mentor lesson with reflection
	St 7 sp mentor notes (can be either of the two lessons submitted as evidence or a different lesson, but load under these headings)
St 8 282 and 286	
	St 8 sp Teaching Log for whole year
	St 8 sp prof devel plan instr strategies (your presentation)
	St 8 sp mentor lesson with reflection
	St 8 sp mentor notes
St 9 282 and 286	
	St 9 sp Teaching Videotape Reflection
	St 9 sp Ethical Practices reflection from seminar
	St 9 sp Commitment and Goals Statement
	St 9 sp (mentor or supervisor) lesson with reflection (NOTE- this goes with statement of feedback below)
	St 9 sp (mentor or supervisor) notes (NOTE- this goes with statement of feedback below)
	St 9 sp (mentor or supervisor) obser w/ stmt of fdbk used subsequent teaching
St 10 282	
	St 10 sp SPY 620 MTSS
	St 10 sp Professional Activities Log
	St 10 sp Ed Tech supervision reflection from seminar
	St 10 sp self-selected artifact
St 10 286	
	St 10 sp SED 682 disc board response
	St 10 sp Professional Activities Log
	St 10 sp Ed Tech supervision reflection from seminar
St 11 282 and 286	
	St 11 sp Technology lesson plan with reflection taught
Lesson Series 282 and 286	
	load Lesson Series and rubric to Courses/Assignments tab in Tk20, then submit (this is the one and only place you submit the WHOLE Lesson Series)
282 and 286 self-assessment	
	self-assessment of all 11 Standards
IEP	verified by mentor

Year-long internship

Mentor rating of 10 teaching standards as well as commentary

- b. *Briefly describe when you implemented the assessment activity, and if a scoring rubric was used to evaluate the expected level of student achievement. (This information may be shown on your curriculum map).*

During internship Teaching Standards are measured at mid-placement and at the conclusion of the internship. The 10 Teaching Standards are evaluated against artifacts the interns upload to Tk20 that are both required and are self-selected.

Step 3: Using the Assessment results to Improve Student Learning

- a. *Briefly describe your unit's process of reviewing the program assessment results (i.e. annual process by faculty committee, etc).*

Annual process by faculty committee, review of Tk20 artifacts.

We review every year and make minor adjustments. Program changes occur probably every 2 to 3 years in response to student feedback, student performance in Tk20, school partner feedback and changes in the field.

- b. *What changes have been or will be made to improve student learning, as a result of using the program assessment results?*

Removed electives and made all courses required. Added Directed Study to the Master's courses to enhance the strength of the Master's portion of the program.

- c. *Date of most recent program review/self-study?*
Spring 2015

E. Course Assessment Activities: *Is your program able to report any assessment-related activities at the Course-Level... (i.e. created grading rubrics to use in required courses, examined student progress in entry-level courses, developed a new course, etc)? Please briefly explain any assessment projects.*

Proficiency based grading was instituted by one faculty member. Most courses do use rubrics.

F. Community Engagement Activities in your departmental curriculum:

a. Does your department have a student learning outcome that is related to any community engagement activities? Yes, successful completion of Internship

b. Please indicate what community engagement activities are included in your program’s curriculum, and whether the activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Included</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	<u>_R_</u>	R	O
Student-Faculty Community Research Project	<u>___</u>	R	O
Internship, or a Field Experience	<u>_R_</u>	R	O
Independent Study (community-related project)	<u>___</u>	R	O
Capstone Course (community-related project)	<u>_R_</u>	R	O
Service-Learning (course-based)	<u>_R_</u>	R	O
Study Abroad, or an International Program	<u>___</u>	R	O
Interdisciplinary Collaborative Project (community related)	<u>___</u>	R	O
Student Leadership Activities (related to a team project)	<u>___</u>	R	O
Students/Faculty Community Leadership (advisory boards, committees, conference presentations)	<u>___</u>	R	O
Other Activities (not mentioned above):			

c. Please list any courses (i.e. EDU 400) that have a community engagement activity in your program.

Entry-level courses: SED 540

Mid-level courses: SED 518, SED 615, SED 653, SED 693, SPY 627, SPY 625, EDU 562

Upper-level courses: SED 688, SED 699