

Assessment of Student Learning Plan (ASLP): Special Education

2018-19 Academic Year

University of Southern Maine

A. College, Department, Date

College College of Management and Human Service, SEHD

Department Teacher Education Department

Date 6/5/19

B. Contact Person for the Assessment Plan

Name and title Pat Red, lecture

C. Degree Program

Name of Degree Program Master of Science in Special Education

D. Assessment of Student Learning: Program Assessment

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

- Are your student learning outcomes published on your department's website? Yes/**No**
 - i. If yes, please provide 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 and CEC (Council of Exceptional Children) Teaching Standards

INTASC Model Core Teaching Standards April, 2011

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)

CEC Initial Preparation Standards

Standard #1: Learner Development and Individual Learning Differences

Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.

Standard #2: Learning Environments

Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.

Standard #3: Curricular Content Knowledge

Beginning special education professionals use knowledge of general and specialized curricula individualize learning for individuals with exceptionalities.

Standard #4: Assessment

Beginning special education professionals use multiple methods of assessment and data-sources in making educational decisions.

Standard #5: Instructional Planning and Strategies

Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies⁶ to advance learning of individuals with exceptionalities.

Standard #6: Professional Learning and Ethical Practice

Beginning special education professionals use foundational knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession.

Standard #7: Collaboration

Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Elaborations.pdf>

- a. *Please identify **which of your student learning outcome(s) were assessed this past academic year.***

All INTASC were assessed through the teaching standards.

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

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

Step 2: Assessment Methods Selected and Implemented

- a. *Identify which assessment measures (beyond individual student grading) were used to determine whether students achieved the stated learning outcomes for the degree. (NOTE: Many undergraduate programs are using their recently approved Capstone courses to assess student learning. Assessment plans included in your Capstone Proposal in the CCC may be referred to as examples of assessment work in your program.)*

Tk20 artifact upload aligned with 11 teaching standards

Special Education Program 282/286 Evidence Guide for Fall Standards review

St 1& 2-

write a reflection as to why these artifacts meet the standard

Artifact title(s)-

St 1&2 fall SED 688 or 695 Lesson taught with reflection

St 3-

write a reflection as to why these artifacts meet the standard

Artifact title(s)- (do not put parenthetical info in title)

St 3 fall SED 688 or 695 mentor lesson with reflection
St 3 fall SED 688 or 695 mentor notes
St 3 fall SED 688 or 695 supervisor lesson with reflection
St 3 fall SED 688 or 695 supervisor notes
St 3 fall SED 688 or 695 St 3 rubric (*this is the accumulative St 3 rubric with the indicators*)

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 SED 688 or 695 mentor lesson with reflection
St 7 fall SED 688 or 695 mentor notes
St 7 fall SPY 610 (*286 cert only*)
St 7 fall SED 688 or 695 St 7 rubric (*this is the accumulative St 6 rubric with the indicators*)

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 SED 688 or 695 teaching log
St 8 fall SED 621 (*286 cert only*)
St 8 fall SED 518 (*282 cert only*)
St 8 fall SED 688 or 695 supervisor lesson with reflection
St 8 fall SED 688 or 695 supervisor notes
St 8 fall SED 688 or 695 St 8 rubric (*this is the accumulative St 8 rubric with the indicators*)

Special Education Program 282/286 Evidence Guide for Spring Standards review

St 1& 2-

write a reflection as to why these artifacts meet the standard
Artifact title(s)- (do not put parenthetical info in title)
St 1&2 sp SED 688 or 695 Lesson taught with reflection
St 1&2 sp SED 688 or 695 self-selected artifact NOTE- justify its addition in your reflection
St 1&2 sp SPY 625 MTSS math student background NOTE- only student background (*282 cert only*)
St 1&2 sp SPY 627 MTSS reading student background NOTE- only student background (*282 cert only*)
St 1&2 sp SED 612 assignment (*286 cert only*)

St 3-

write a reflection as to why these artifacts meet the standard

Artifact title(s)-

St 3 sp SED 615 GPBS (or IPBS whichever you choose)

St 3 sp SED 688 or 695 supervisor lesson with reflection

St 3 sp SED 688 or 695 supervisor notes

St 3 sp SED 688 or 695 rubric for year (*this is the accumulative St 3 rubric with the indicators*)

St 4&5-

St 4&5 sp SED 688 or 695 Lesson Series explanation of algnmt of lrn obj and curr st NOTE- alignment section only

St 4&5 sp SED 688 or 695 Lesson Series explanation of progress toward lrn obj NOTE- progress toward learning objective only

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 sp SED 688 or 695 prof devel plan assessment strategies (your presentation)

St 6 sp SED 688 or 695 supervisor lesson with reflection

St 6 sp SED 688 or 695 supervisor notes

St 6 sp SED 688 or 695 St 6 rubric for year (if used)

St 6 sp SPY 625 MTSS math Assmt Progress Analysis NOTE- assessment progress analysis only (*282 cert only*)

St 6 sp SPY 627 MTSS reading Assmt Progress Analysis NOTE- assessment progress analysis only (*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 sp SED 688 or 695 mentor lesson with reflection

St 7 sp SED 688 or 695 mentor notes

St 7 sp SED 688 or 695 St 7 rubric (*this is the accumulative St 7 rubric with the indicators*)

St 7 sp SED 688 or 695 Lesson Series lesson plan with reflection

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 sp SED 688 or 695 teaching log for whole year

St 8 sp prof devel plan instr strategies (your presentation)

St 8 sp SED 688 or 695 mentor lesson with reflection

St 8 sp SED 688 or 695 mentor notes

St 8 sp SED 688 or 695 St 8 rubric (*this is the accumulative St 8 rubric with the indicators*)

St 9-

write a reflection as to why these artifacts meet the standard

Artifact title(s)- (do not put parenthetical info in title)

St 9 sp SED 688 or 695 Teaching Videotape Reflection (this is a reflection of all videos)
St 9 sp SED 688 or 695 Ethical Practices reflection from seminar
St 9 sp SED 688 or 695 Commitment and Goals Statement
St 9 sp SED 688 or 695 (mentor or supervisor) lesson with reflection (NOTE- this goes with statement of feedback below)
St 9 sp SED 688 or 695 (mentor or supervisor) notes (NOTE- this goes with statement of feedback below)
St 9 sp SED 688 or 695 (mentor or supervisor) obser w/ stmt of fdbk used subsequent teaching

St 10-

write a reflection as to why these artifacts meet the standard
Artifact title(s)- (do not put parenthetical info in title)
St 10 sp SED 688 or 695 Professional Activities Log
St 10 sp SED 688 or 695 Ed Tech supervision reflection from seminar
St 10 sp SED 688 or 695 self-selected artifact
St 10 sp SPY 620 MTSS (282 cert only)
St 10 sp SED 682 disc board response (286 cert only)

St 11-

write a reflection as to why these artifacts meet the standard
Artifact title(s)- (do not put parenthetical info in title)
St 11 sp SED 688 or 695 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- complete self-assessment of all 11 Standards

IEP

verified by mentor

Year-long internship Mentor rating and commentary of teaching standards.

- b. *Briefly describe when you implemented the assessment activity; if a rubric or other structured approach was used to assess student outcome achievement, please describe and/or attach the rubric.*

Example: Outcome 1 was measured during the fall semester -- all majors completed a problem-solving case study during the ___course. Case studies were graded on a rubric by two faculty members.

Example: Outcome 2 was measured during the spring semester -- all majors in the capstone course completed a research project. Research projects will be reviewed and graded by a group of faculty.

Tk20 is reviewed by a primary faculty member and a secondary faculty.

Step 3: Using the Assessment results to Improve Student Learning

a. *Briefly describe your unit's process of reviewing the program assessment results (for example, annual discussion 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. *Identify the specific changes that have been or will be made to improve student learning based on these program assessment results. (For example, what changes will the program make at the assignment, course, or program level to improve student learning, based on the assessment results?)*

- Modified course delivery to include hyflex
- Participating in AP

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

- spring 2017/fall 18

E. Other Assessment Activities: *Briefly describe any additional assessment-related activities your program is using at the course level (for example, creating common assignments and/or assignment rubrics for use across different sections of required courses, examining student progress in entry-level courses, other assessment projects implemented by individual faculty, etc.).*

- Some instructors are using proficiency-based grading

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? If so, please state the outcome.*

- Successfully complete internship, complete field experiences

b. Please indicate if any of the community engagement activities listed below are included in your program's curriculum, by noting which activities are required or optional for students in your major.

<u>Community Engagement Activity</u>	<u>Required/Optional</u>	
Student Research (related to a community-based problem)	R	O
Student-Faculty Community Research Project	R	O
Internship, or a Field Experience	R	O
Independent Study (community-related project)	R	O
Capstone Course (community-related project)	R	O
Service-Learning (course-based)	R	O
Study Abroad, or an International Program	R	O
Interdisciplinary Collaborative Project (community related)	R	O
Student Leadership Activities (related to a team project)	R	O
Students/Faculty Community Leadership (e.g., advisory boards, committees, conference presentations)	R	O
Other activities (please list):	R	O

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

Entry-level courses: _____ Mid-level courses: _____ Upper-level courses: _____

Entry-level

courses: SED

335 SED 540, SED

518, SED 420,

SED 520

Mid-level

courses: SED

615, SED 653,

SED 693, SPY

625, SPY 627,

EDU 562

Upper-level

courses: SED

688, SED 695,

SED 699

