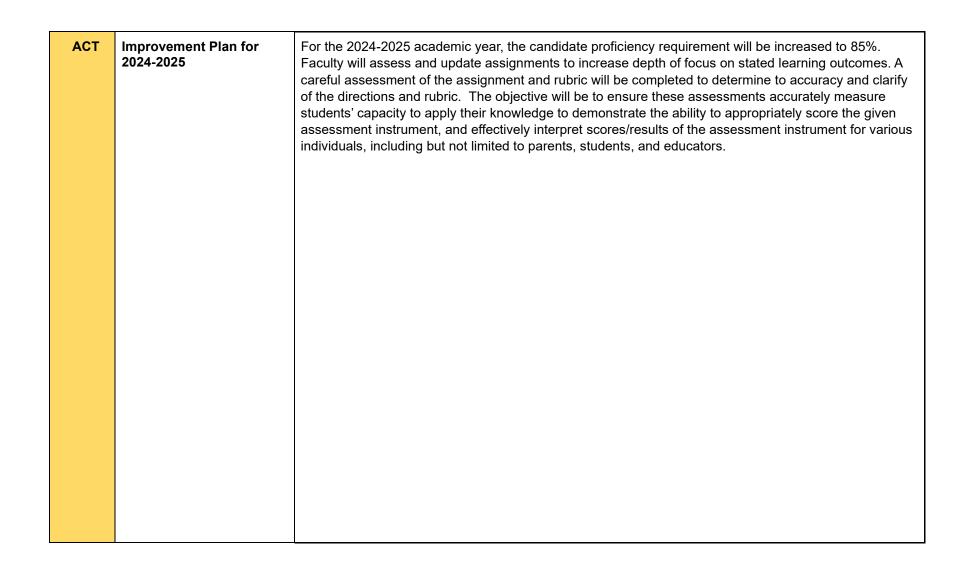| M.Ed. Special Education- Educational Diagnostician Program/ Educational Diagnostician Certification<br>2023-2024 Assessment Plan | | |
|---|---|---|
| | **Student Learning Outcome #1** | The following Learning Outcome aligns with the components of the Texas Administrative Code (TAC) Standard III and includes some components of that standard.<br><br>**Texas Administrative Code Standard III:** The educational diagnostician develops collaborative relationships with families, educators, the school, the community, outside agencies, and related service personnel. 2) The educational diagnostician is able to: (E) plan and conduct collaborative conferences with individuals who have exceptional learning needs and their families or primary caregivers; (F) collaborate with classroom teachers and other school and community personnel in including individuals with exceptional learning needs in various learning environments; (G) communicate with classroom teachers, administrators, and other school personnel about characteristics and needs of individuals with disabilities.<br><br>Learning Outcome: Candidates who successfully complete a master's degree in special education, educational diagnostician concentration understands and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by analyzing the impact of any causes and concerns pertinent to the exceptionality of any exceptional learner (including those from diverse populations) to provide optimal services for instruction and assessment. |
| **PLAN** | **Assessment Method(s)** | Rationale: This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the Texas Administrative Code standard III. The focus of this assessment is on having graduate students apply their understanding of how language, culture, and family background influences the learning of diverse learners with exceptionalities.<br><br>Assessment 1: Rubric Row 4 for Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course (Media Evaluation Rubric)<br><br>Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Case Study Assignment Rubric REVISED) |

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| | **Proficiency** | Candidate mastery demonstrates at 80%.<br><br>EAC Visual Data tool is used to report rubric scores aligned with TAC Standard III components. Additionally, we conducted Inter-Rater Reliability study with Instructional Associates on a selected assignment. |
| **DO** | **Benchmark** | 90% of students will meet mastery level expectations. |
| | **Results of Assessment** | Year Data Point 1 — Summer 2023 / Year Data Point 2 — Fall 2023 (see table below) |
| **STUDY** | **Analysis of Results** | The percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #1. |

**Results of Assessment:**

| Year Data Point 1 Summer 2023 | | Year Data Point 2 Fall 2023 | |
|---|---|---|---|
| $n = 128$ | Assessment 1 94% | $n = 155$ | Assessment 1 97% |
| $n = 126$ | Assessment 2 95% | $n = 151$ | Assessment 2 99% |

| ACT | Improvement Plan for 2024-2025 | The results indicate that with respect to the learner outcome based on the Texas Administrative Code (TAC) Standard III, our program is being addressed at high levels of proficiency.<br><br>The plan for 2024-2025 will be to continue to assess this standard on how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will increase the candidate proficiency requirement to 90%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes. The faculty will also look at adding another assessment measure within another course to this outcome to provide a 3rd assessment measure to include within this student learning outcome #1 for the upcoming year. |
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| M.Ed. Special Education- Educational Diagnostician Program/ Educational Diagnostician Certification 2023-2024 Assessment Plan | | |
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| | **Student Learning Outcome #2** | The following Learning Outcome aligns with the components of the Texas Administrative Code Standard VI (2) and includes some components of that standard.<br><br>**Texas Administrative Code Standard VI:**The educational diagnostician selects, administers, and interprets appropriate formal and informal assessments and evaluations. (2) The educational diagnostician is able to: (B) select and use assessment and evaluation materials based on technical quality and individual student needs;(C) score assessment and evaluation instruments accurately; (D) create and maintain assessment reports.<br><br>Learning Outcome: Candidates who successfully complete a master's degree in special education, educational diagnostician concentration is able to effectively utilize, understand and demonstrate the ability to select appropriate assessment instruments for assessing/diagnosing children based upon their individual needs, score the assessment, complete a comprehensive report, and maintain the assessment reports. |
| **PLAN** | **Assessment Method(s)** | Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standard VI (2) required for the Educational Diagnostician Certificate. The focus of this assessment is to have the student demonstrate the ability to appropriately administer assessment instruments, demonstrate the ability to score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators.<br><br>In our master's degree in special education, educational diagnostician certification programs candidates are asked to administer a psychometric assessment: to a test student, score the passements that was given to their test student, and complete a comprehensive report (FIIE). The psychometric assessment instruments cover the following psychometric normed areas: academic achievement, cognitive, and oral language. The course assessment will focus on administering, scoring the test and interpreting the findings in a report.<br><br>Assessment 1: Rubric row 14 for the Module 2 assignment: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation |

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| | | Assessment 2: Rubric row 14 for the Module 3 assignment: Administration of the WJ IV Cog Protocols in SPED 5321, Test Administration and Interpretation<br><br>Assessment 3: Rubric row 1 for the week #6 FIE assignment in SPED 5322, Practicum for Educational Diagnosticians |
| | **Proficiency** | Candidate mastery demonstrates at 80%.<br><br>EAC Visual Data tool is used to report rubric scores aligned with CEC Advanced Standards 1: Assessment components. Additionally, we conducted an Inter-Rater Reliability study with Instructional Associates and course professors on a selected course assignment. |
| **DO** | **Benchmark** | 90% of Candidates will meet mastery level expectations. |
| | **Results of Assessment** | *(see table below)* |
| **S T U D Y** | **Analysis of Results** | Percent of students continues to exceed targeted rate of mastery level expectations in all assessments for the Learning Outcome #2. |

Results of Assessment:

| Year Data Point 1<br>Summer 2023 | | Year Data Point 2<br>Fall 2023 | | Year Data Point 3<br>Spring 2024 | |
|---|---|---|---|---|---|
| $n$ = 65<br>$n$ = 62 | Assessment 1 90%<br>Assessment 2 97%<br>Assessment 3—*not available- course not offered in summer term.* | $n$ = 228<br>$n$ = 226<br>$n$ = 201 | Assessment 1 96%<br>Assessment 2 97%<br>Assessment 3 85% | $n$ = 141<br>$n$ = 128<br>$n$ = 219 | Assessment 1 97%<br>Assessment 2 98%<br>Assessment 3 84% |

| ACT | Improvement Plan for 2024-2025 | For the 2024-2025 academic year, the candidate proficiency requirement will be increased to 85%. Faculty will assess and update assignments to increase depth of focus on stated learning outcomes. A careful assessment of the assignment and rubric will be completed to determine to accuracy and clarify of the directions and rubric.  The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately score the given assessment instrument, and effectively interpret scores/results of the assessment instrument for various individuals, including but not limited to parents, students, and educators. |

| | | **M.Ed. Special Education- Educational Diagnostician Program/ Educational Diagnostician Certification**<br>2023-2024 Assessment Plan | |
|---|---|---|---|
| | **Student Learning Outcome #3** | Assessing Student Knowledge. It is crucial that as professionals Educational Diagnosticians are able to properly assess the students with whom they will be working in various areas of achievement.<br><br>The following Learning Outcome aligns with the components of the Texas Administrative Code Standard V and includes some components of that standard.<br><br>**Texas Administrative Code Standard V**: The educational diagnostician knows eligibility criteria and procedures for identifying students with disabilities and determining the presence of an educational need. (2c): The educational diagnostician is able to: use various types of assessment and evaluation procedures appropriately to identify students with disabilities and to determine the presence of an educational need.<br><br>Learning Outcome: Candidates who successfully complete a master's degree in special education, educational diagnostician concentration are able to effectively utilize, understand and demonstrate the ability to appropriately administer assessment instruments to determine the presence of an education need. | |
| **PLAN** | **Assessment Method(s)** | Rationale: This assessment measures students' proficiency in knowledge, skills, and mindsets aligned with Texas Administrative Code 239.83 Standards Required for the Educational Diagnostician Certificate.  The focus of these various psychometric assessment is that the candidate will demonstrate the ability to correctly administer different passement instruments that are used in school and/or districts. By following testing administration directions in the psychometric assessment. These assessments include psychometric normed assessments in achievement, cognition, and oral language.<br><br>Assessment 1: Total score for the Module 3 assignment: Administer, Score and Interpret the Woodcock-Johnson, Cognitive Test (WJ-IV) Protocols in SPED 5321, Test Administration and Interpretation<br><br>Assessment 2: Total score for the Module 4 and 5 assignments: Administer, Score and Interpret the Woodcock-Johnson, Test of Achievement (WJ-IV) and Woodcock-Johnson, Cognitive Test Protocols in SPED 5321, Test Administration and Interpretation<br><br>Assessment 3: Total score for the Achievement Protocols assignment: WJ ACH (2) n SPED 5322, Practicum for Educational Diagnostician | |

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|---|---|---|
| | | Assessment 4: Total score for the Achievement Protocols assignment: WJ COG (1) in SPED 5322, Practicum for Educational Diagnostician |
| | **Proficiency** | Candidate mastery demonstrates at 80%.<br><br>EAC Visual Data tool is used to report rubric scores aligned with CEC Advanced Standards 1: Assessment components. Additionally, we conducted an Inter-Rater Reliability study with Instructional Associates and course professors on a selected course assignment. |
| **DO** | **Benchmark** | 90% of Candidates will meet mastery level expectations. |
| | **Results of Assessment** | (see table below) |
| **S T U D Y** | **Analysis of Results** | The data indicate that the benchmark was exceeded. This was a new goal for the last reporting period. The data will continue to be analyzed to see if patterns emerge across reporting periods. |

Results of Assessment:

| Year Data Point 1 Summer 2023 | | Year Data Point 2 Fall 2023 | | Year Data Point 2 Spring 2024 | |
|---|---|---|---|---|---|
| n = 62<br>n = 121 | Assessment 1 93%<br>Assessment 2 91%<br>Assessment 3—*not available- course not offered in summer term.*<br>Assessment 4—*not available- course not offered in summer term.* | n = 226<br>n = 449<br>n = 204<br>n = 212 | Assessment 1 89%<br>Assessment 2 90%<br>Assessment 3 92%<br>Assessment 4 88% | n= 127<br>n= 138<br>n= 219<br>n= 225 | Assessment 1 81%<br>Assessment 2 87%<br>Assessment 3 92%<br>Assessment 4 87% |

| ACT | Improvement Plan for 2024-2025 | For the 2024-2025 academic year, faculty will assess and update assignments to increase depth of focus on stated learning outcomes. Upon analyzing the data, it was determined that additional inter-rater reliability was needed for these assignments.  Program faculty will develop a video for the purpose of training the IAs for scoring this assignment.  The IAs will need to view the video and then complete an IRR training exercise before scoring within the course. The objective will be to ensure these assessments accurately measure students' capacity to apply their knowledge to demonstrate the ability to appropriately administer various psychometric assessment instruments.  We will continue to assess this learner outcome as this is crucial to the success of the students. |
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