

M.Ed. Special Education-Generalist Concentration
2023-2024 Assessment Plan

	Student Learning Outcome #1	<p>The following Learning Outcome aligns with the components of the Council for Exceptional Children's (CEC) Standard 1: Learner Development and Individual Learning Differences and includes one of the key elements of that standard. `</p> <p><u>Key Element 1.1</u> Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.</p> <p><u>Learning Outcome:</u> Candidates who successfully complete a master's degree in special education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to understanding how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p>In SPED 5301, students analyze the impact of any causes and concerns pertinent to the exceptionality of any exceptional learner (including those from diverse populations) in order to provide optimal services for instruction and assessment.</p>
PLAN	Assessment Method(s)	<p>Rationale: This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Initial Standard 1. The focus of this assessment is on having graduates students apply their understanding of how language, culture, and family background influences the learning of learners with exceptionalities.</p> <p>Assessment 1: Rubric Row 4 for Week 2 Assignment in SPED 5301 Survey of Exceptional Learners course (Rubric Title: Media Evaluation Rubric)</p> <p>Assessment 2: Rubric Row 5 for the Week 4 Assignment in SPED 5301 Survey of Exceptional Learners (Rubric Title: Case Study Rubric REVISED)</p>

	Proficiency	Candidate mastery demonstrates at 80%. EAC Visual Data tool is used to report rubric scores aligned with CEC Standard 1 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	<table><tr><td colspan="2">Year Data Point 1 Summer 2023</td><td colspan="2">Year Data Point 2 Fall 2023</td></tr><tr><td><i>n</i> = 23</td><td>Assessment 1 95%</td><td><i>n</i> = 53</td><td>Assessment 1 96%</td></tr><tr><td><i>n</i> = 22</td><td>Assessment 2 95%</td><td><i>n</i> = 51</td><td>Assessment 2 97%</td></tr></table>				Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023		<i>n</i> = 23	Assessment 1 95%	<i>n</i> = 53	Assessment 1 96%	<i>n</i> = 22	Assessment 2 95%	<i>n</i> = 51
Year Data Point 1 Summer 2023		Year Data Point 2 Fall 2023														
<i>n</i> = 23	Assessment 1 95%	<i>n</i> = 53	Assessment 1 96%													
<i>n</i> = 22	Assessment 2 95%	<i>n</i> = 51	Assessment 2 97%													
S T U D Y	Analysis of Results	Results indicate that at two data points during 2023-2024 that the benchmark of 80% was exceeded by more than 90% of the students														

ACT	Improvement Plan for 2024-2025	<p>The results indicate that with respect to the learner outcome based on CEC Standard 1 Learner Development and Individual Learning Differences our program are being addressed at high levels of proficiency.</p> <p>The results indicate that with respect to the learner outcome based on CEC Standard 1 Learner Development and Individual Learning Differences is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to assess this standard about how language, culture, and family background influences the learning of diverse learners with exceptionalities. We will increase the candidate proficiency requirement to 85%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.</p>
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	Student Learning Outcome #2	<p>The following Learning Outcome aligns with the components of the Council (CEC) for Exceptional Children's Standard 7: Collaboration.</p> <p><u>Learning Outcome:</u> Candidates who successfully complete a master's degree in Special Education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to collaboration 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.</p> <p>In SPED 5316, students describe how to engage families and other education professionals in collaborative partnerships for organizing, facilitating, effectively participating in IEP teams, IFSP teams, instructional planning meetings and describe how to advocate for the needs of exceptional learners in the school and community</p>
PLAN	Assessment Method(s)	<p>Rationale: This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Initial Standard 7. The focus of this assessment is on having graduates students apply their understanding of collaboration skills when forming partnerships with parents and/or other educational practitioners.</p> <p>Assessment 1: Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course (Rubric Title: SPED 5316 Weekly Assignment Rubric)</p> <p>Assessment 2: Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course (Rubric Title: SPED 5316 Weekly Assignment Rubric)</p>

	Proficiency	Candidate mastery demonstrates at 80%.			
DO	Benchmark	90% of candidates will meet mastery level expectations.			
	Results of Assessment	Year Data Point 1 Fall 2023		Year Data Point 2 Spring 2024	
		<i>n</i> = 37 <i>n</i> = 37	Assessment 1 100% Assessment 2 100%	<i>n</i> = 19 <i>n</i> = 19	Assessment 1 100% Assessment 2 100%
S T U D Y	Analysis of Results	Results indicate that at two data points during 2023-2024 that the benchmark of 80% was exceeded by more than 90% of the students.			

ACT	Improvement Plan for 2024-2025	<p>The results indicate that with respect to the learner outcome based on the CEC Standard 7 Collaboration, we can consider that the assignments in our program are being assessed at high levels of proficiency.</p> <p>The results indicate that with respect to the learner outcome based on the Council for Exceptional Children Standard 7 Collaboration, our program is being addressed at high levels of proficiency. The plan for 2024-2025 will be to continue to assess this standard on collaboration with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies, and exceptional learners. 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.</p>
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	Student Learning Outcome #3	<p>The following Learning Outcome aligns with the components of the Council for Exceptional Children's Standard 4 Assessment.</p> <p>Learning Outcome: Candidates who successfully complete a master's degree in special education understand and demonstrate the capacity to promote the current and future success and well-being of exceptional learners by applying their knowledge, skills and competencies relevant to use multiple methods of assessment and data sources in making educational decisions.</p> <p>SPED 5314 Course LO 4.3 administer and analyze appropriate formal and informal assessments to make educational decisions for exceptional learners</p>
PLAN	Assessment Method(s)	<p>Rationale: This assessment measures students' proficiency in knowledge, skills and mindsets aligned with the CEC Standard 4. The focus of this assessment is on having graduates students apply their understanding and skills for using assessment and data in making instructional decisions.</p> <p>Assessment 1: Rubric Row 3 for Week 5 Assignment in SPED 5314 Reading and Language Arts for Exceptional Learners (IRI Part 2 Rubric)</p> <p>Assessment 2: Rubric Row 6 for Week 2 Assignment in SPED 5314 Reading and Language Arts for Exceptional learners (Narrative or Informative Text Strategy)</p>
	Proficiency	Candidate mastery demonstrates at 80%.
DO	Benchmark	90% of candidates will meet mastery level expectations.

	Results of Assessment	<table><tr><td colspan="2">Year Data Point 1 Summer 2023</td><td colspan="2">Year Data Point 2 Spring 2024</td></tr><tr><td><i>n</i> = 48</td><td>Assessment 1 93%</td><td><i>n</i> = 52</td><td>Assessment 1 88%</td></tr><tr><td><i>n</i> = 39</td><td>Assessment 2 80%</td><td><i>n</i> = 56</td><td>Assessment 2 89%</td></tr></table>				Year Data Point 1 Summer 2023		Year Data Point 2 Spring 2024		<i>n</i> = 48	Assessment 1 93%	<i>n</i> = 52	Assessment 1 88%	<i>n</i> = 39	Assessment 2 80%	<i>n</i> = 56	Assessment 2 89%
		Year Data Point 1 Summer 2023		Year Data Point 2 Spring 2024													
		<i>n</i> = 48	Assessment 1 93%	<i>n</i> = 52	Assessment 1 88%												
<i>n</i> = 39	Assessment 2 80%	<i>n</i> = 56	Assessment 2 89%														
S T U D Y	Analysis of Results	While the benchmark of 80% was achieved in both data collection points, only 1 data collection point indicated 90+% of students had attained the mastery level expectations.															

ACT	Improvement Plan for 2024-2025	<p>In reviewing the data collected, it was noted that one IA was scoring the items at a greater level of rigor than the other IA. The data indicate differences in scoring these two assessment items. A video will be created to instruct IAs in how to score this assignment, and IA's and course instructors who teach this course will need to complete an inter-rater reliability practice activity and send the results to the Lead Faculty (Dr. Troxclair) of the course for monitoring for the 2024-2025 academic year.</p>
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