Academic year 2024-2025

MED in Special Education - MED-MPSP Learning Outcomes

Student Learning Outcome 1

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.

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.

Learning Outcome / Key Element 1.1

of how language, culture, and family

Beginning special education professionals understand how language, culture, and family background influence the learning of individuals with exceptionalities.

MEASURES **RESULTS ACTIONS MFT Maintain Assessment Strategy** Assessment 1 Assessment 1 The results indicate that with respect to the Met Not Met learner outcome based on CEC Standard 1 Assessment 1: Rubric Row 4 for Week 2 Learner Development and Individual Learning Assignment in SPED 5301 Survey of Differences is being addressed at high levels Exceptional Learners course (Rubric Title: of proficiency. The plan for 2024-2025 will be Media Evaluation Rubric) to continue to assess this standard about how language, culture, and family background This assessment measures students' influences the learning of diverse learners 0% 100% proficiency in knowledge, skills and mindsets with exceptionalities. We will maintain the Met: 84% aligned with the CEC Initial Standard 1. The candidate proficiency requirement at 85%. Not Met: 16% focus of this assessment is on having Faculty will assess and update assignments graduates students apply their understanding as needed to increase depth of focus on Met Total: 84% of how language, culture, and family stated learning outcomes. Not Met Total: 16% background influences the learning of learners with exceptionalities. **Analysis** Direct - Assignment Survey of Exceptional Learners: SPED 5301 Results indicate that at one of the two Target data points more than 90% of the students met mastery expectations on both criteria (Summer 2024). The SPED 90% of students will meet mastery level 5301Week 4 assignment was updated for expectations. the Fall of 2024. Graduate students are now required to work with actual students Candidate mastery demonstrates at 80%. in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2. MET **Maintain Assessment Strategy** Assessment 2 Assessment 2 The results indicate that with respect to the ■ Met ■ Not Met learner outcome based on CEC Standard 1 Assessment 2: Rubric Row 5 for the Week 4 Learner Development and Individual Learning Assignment in SPED 5301 Survey of Differences is being addressed at high levels Exceptional Learners (Rubric Title: Case of proficiency. The plan for 2024-2025 will be Study Rubric) to continue to assess this standard about how language, culture, and family background This assessment measures students' influences the learning of diverse learners 0% 100% proficiency in knowledge, skills and mindsets with exceptionalities. We will maintain the Met: 80% aligned with the CEC Initial Standard 1. The candidate proficiency requirement at 85%. Not Met: 20% focus of this assessment is on having Faculty will assess and update assignments graduates students apply their understanding as needed to increase depth of focus on

80%

20%

stated learning outcomes.

Met Total:

Not Met Total:

background influences the learning of learners with exceptionalities.

Direct - Assignment

Survey of Exceptional Learners: SPED 5301

90% of students will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

Analysis

Results indicate that at one of the two data points more than 90% of the students met mastery expectations on both criteria (Summer 2024). The SPED 5301Week 4 assignment was updated for the Fall of 2024. Graduate students are now required to work with actual students in this assignment instead of creating hypothetical scenarios. The decision to increase the rigor resulted from last year's analysis of this assignment in which more than 90% of the students performed with 96 - 97% proficiency on the 2024-2025 report for Data Point #2.

Student Learning Outcome 2

The following Learning Outcome aligns with the components of the Council (CEC) for Exceptional Children's Standard 7: Collaboration.

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 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.

MEASURES	RESULTS	ACTIONS
Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course 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. Direct - Assignment Models Change thru Collaborat: SPED 5316 Target 90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%.	MET Rubric Row 1 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course Met Not Met Not Met 100% Values are not shown when too close to each other. Click or use arrow keys to see details. Met: 99% Not Met: 1% Met Total: 99% Not Met Total: 1% Analysis Results indicate that at 2 data points during 2024-2025 that the benchmark of 90% was exceeded by more than 90% of the students.	Maintain Assessment Strategy 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 95%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.
Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course This assessment measures students' proficiency in knowledge, skills and mindsets	MET Rubric Row 4 for Module 4 Assignment in SPED 5316 Models of Change through Collaboration course Met Not Met	Maintain Assessment Strategy 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

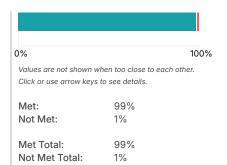
aligned with the CEC Initial Standard 7. The focus of this assessment is on having graduates students apply their understanding of collaboration skills when forming partnerships with parents and/or other educational practitioners.

Direct - Assignment

Models Change thru Collaborat: SPED 5316

Target

90% of candidates will meet mastery level expectations. Candidate mastery demonstrates at 90%.



Analysis

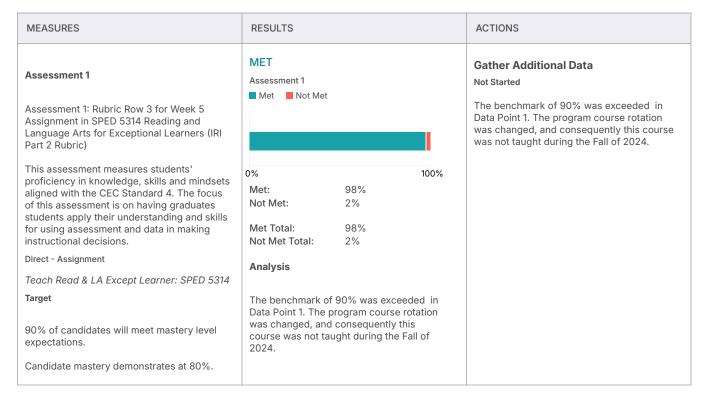
Results indicate that at 2 data points during 2024-2025 that the benchmark of 90% was exceeded by more than 90% of the students.

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 95%. Faculty will assess and update assignments as needed to increase depth of focus on stated learning outcomes.

Student Learning Outcome 3

The following Learning Outcome aligns with the components of the Council for Exceptional Children's Standard 4 Assessment.

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.



Assessment 2

Assessment 2: Rubric Row 6 for Week 2 Assignment in SPED 5314 Reading and Language Arts for Exceptional leaners (Narrative or Informative Text Strategy)

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.

Direct - Assignment

Teach Read & LA Except Learner: SPED 5314

Target

90% of candidates will meet mastery level expectations.

Candidate mastery demonstrates at 80%.

Analysis

The program course rotation was changed, and consequently this this assessment was not administered this academic year.

Gather Additional Data

Not Started

In reviewing the data collected our second data point needs to be adjusted to reflect the changes made to the course rotation schedule.