

Academic year 2024-2025

MS in Deaf Education - MS-MSDE Learning Outcomes

Lesson Plans

In accordance with Texas Teacher Evaluation Support System (T-TESS), the students will design clear, well-organized, sequential lesson plans that reflect best practice, align with standards, and are appropriate for Deaf Education students.

MEASURES	RESULTS	ACTIONS
<p>Lesson Plan Development</p> <p>Students will develop lesson plans for ASL/English bilingual education courses.</p> <p>Proficiency: Students will achieve a minimum of 80% on their lesson plan.</p> <p>Direct - Assignment</p> <p><i>Bilingual Theories: DSDE 5318</i></p> <p>Target</p> <p>85% of students will receive 80% or better on their lesson plan.</p>	<p>MET</p> <p>2024-2025 ASSESSMENT PLANS AND REPORTS Lesson Plan Development.pdf</p> <p>Analysis</p> <p>FINDINGS:</p> <p><u>ASL/English Bilingual Theories (DSDE 5318)</u></p> <p>100% of the students passed the Bilingual Theories Lesson Plan assignment with 80% or better. Details: There are six students in this course. Three students scored 80% or better and three students scored 90% or better.</p> <p>The results indicate the target objective has been met for this course.</p>	<p><i>No actions have been added.</i></p>
<p>Unit Plan Development</p> <p>Students will create a unit plan as a group consisting of 3 lesson plans per student incorporating two ASL/English bilingual strategies.</p> <p>Proficiency: Students will achieve a minimum of 80% meaning 240 out of 300 on the group e-portfolio rubric.</p> <p>Direct - Assignment</p> <p><i>ASL/Eng Bilingual Assess: DSDE 5320</i></p> <p>Target</p> <p>85% of students will receive 80% or better in their Group E-Portfolio (3 lesson plans with two strategies each, peer evaluation, and group website), meaning 240 out of 300 on the group e-portfolio rubric.</p>	<p>NOT MET</p> <p>2024-2025 ASSESSMENT PLANS AND REPORTS Unit Plan.pdf</p> <p>Analysis</p> <p>NOT MET. We do not have a group E-portfolio as an assignment in DSDE 5320 ASL/English Bilingual Assessments course for 2024-2025. This goal was created by the previous program director and before the new ASL/English Assessments course was developed for our revamped curriculum.</p> <p>Recommended actions: To develop a new goal and target objective.</p>	<p>Revise Measurement / Assessment</p> <p>IN PROGRESS</p> <p>A new goal and target objective will be established for 2025-2026.</p> <p>Method: Assignment</p> <p>Outcome: Lesson Plans</p> <p>Program: MS in Deaf Education - MS-MSDE</p> <p>Course: DSDE 53331 Reggio Emilia: Engaging Pre-School and Primary School Children</p> <p>Title: Unit Plan Development</p> <p>Target:</p> <p>80% of students will receive 80% or better on the Final Project: Unit Plan in DSDE 5331 Reggio Emilia: Engaging Pre-School and Primary School Children.</p> <p>Description: Students will develop a 4 week unit plan that include three individual lesson plans-one for Math, Reading, and Language Arts. The Unit Plan will be graded using a rubric and earn up to 200 points.</p> <p>Recommended Due Date: 05/15/2026</p>

MS in Deaf Education - MS-MSDE Success Outcomes

Bilingual Assessment-English **MET**

Three course Council on the Education of the Deaf assessments in Educational Psychology (Portfolio of writing assessments from course) Behavior Management (final synthetic paper) and Literacy: Strategies for Effective Reading and Writing (final synthetic paper) will be the Writing Intensive English Component of the program.

MEASURES	RESULTS	ACTIONS
<p>Bilingual Fluency--English</p> <p>Three courses have been identified that require two assignments in American Sign Language and two assignments in written English. These courses are <i>ASL/English Bilingual Theories</i>, <i>ASL/English Bilingual Literacy</i>, and <i>STEM</i>.</p> <p>The program has identified English Written Rubrics for use with these English assignments.</p> <p>Direct - Counts</p> <p>Target</p> <p>1. The faculty of each course will use the written English rubrics to evaluate the two assignments. 85% of the students will pass the written assignment rubrics with 80% or better.</p>	<p>NOT MET</p> <p>2024-2025 ASSESSMENT PLANS AND REPORTS Bilingual Fluency-English.pdf</p> <p>Analysis</p> <p>Only one course listed below did not meet the target objective:</p> <p>ASL/English Bilingual Theories (DSDE 5318) 67% of the students passed the summative assignment "Visual Artifact: Bilingual Theory or Philosophy" with 80% or better. Details: There are six students in this course. Two students scored 70% or better, one student scored 80% or better, and three students scored 90% or better.</p> <p>Recommended actions: to revise the target objective (benchmark/target) from 85% to 70% as we have a smaller ratio of students and none of the students failed the assignments as they scored a range of 70% - 100%.</p>	<p>Revise Benchmark / Target</p> <p>IN PROGRESS</p> <p>The new target will be: 85% of the students will pass the written assignment rubrics with 70% or better.</p> <p>Recommended Due Date: 05/16/2025</p> <p>Updates</p> <p><i>July 03, 2025 by Jamie Bencak</i></p> <p>With the revised target, 100% of the students passed with 70% or better.</p>

Conclusion

With the new revised target, 100% of the students passed with 70% or better.

Bilingual Assessment -- ASL **MET**

Three course Council on the Education of the Deaf assessments in Educational Psychology (Portfolio of ASL assessments from course) Behavior Management (final synthetic video assignment) and Literacy: Strategies for Effective Reading and Writing (final synthetic video will be the Bilingual Assessment of ASL for the program.

MEASURES	RESULTS	ACTIONS
<p>Bilingual Assessment -- ASL</p> <p>Three courses have been identified that require two assignments in American Sign Language and two assignments in written English. These courses are <i>ASL/English Bilingual Theories</i>, <i>ASL/English Bilingual Literacy</i>, and <i>STEM</i>.</p> <p>The program has identified ASL Rubrics for use with these ASL assignments</p>	<p>MET</p> <p>2024-2025 ASSESSMENT PLANS AND REPORTS Bilingual Assessment-ASL.pdf</p> <p>Analysis</p> <p>The results indicate the target objective has been met for all courses listed.</p>	<p><i>No actions have been added.</i></p>

Direct - Counts		
Target		
2. The faculty of each course will use the ASL rubrics to evaluate the two assignments. 90% of the students will pass the ASL assignment rubrics with 80% or better.		

Conclusion

The target objective has been met for all courses listed.

Clinical Practice MET

- 1. Number of formal supervised lesson plans during internship.
- 2. Texas Teacher Evaluation Support System -TESS lesson plan observations during internships
- 3. The program director will review each student's progress in their PEDG courses to ensure they are progressing appropriately through the course sequence.
- 4. Students who are pursuing their teacher certification at Lamar University are required to take and pass the Lamar University practice teacher certification exams.

MEASURES	RESULTS	ACTIONS
<p>Clinical Practice</p> <p>1. Students will teach three lesson plans observed by their cooperating teacher / field supervisor throughout the semester for clinical teaching.</p> <p>2. Students will teach five lesson plans observed by their mentor teacher / field supervisor over two semesters for on-the-job internship.</p> <p>Direct - Counts</p> <p>Target</p> <p>1. 90% of the students doing the clinical teaching will pass with at least 85% (Developing) on 3 T-TESS evaluation forms from their cooperating teacher / field supervisor.</p> <p>2. 90% of the students doing on-the-job internships will pass with at least 85% (Developing) on 5 T-TESS evaluation forms from their mentor teacher/ field supervisor.</p>	<p>MET</p> <p>2024-2025 ASSESSMENT PLANS AND R EPORTS Clinical Practice.pdf</p> <p>Analysis</p> <p>Angela and Sherry started Internship Spring 2024. Their observations in Spring 2024 were conducted from a different field supervisor (Sharon Baker). I do not have access to their scores for the first three observations in Spring 2023. I observed them for Fall 2024 and have documented their evaluation scores.</p> <p>Katie, Alton, and Austin's Internship was from Fall 2024-Spring 2025.</p> <p>Tammy's Internship was from Spring 2025 to upcoming Fall 2025.</p> <p>Angela Timmer's average for all T-TESS evaluation forms for Fall 2024 is 100%. Sherry Pedersen's average for all T-TESS evaluation forms for Fall 2024 is 100%. Katie Alfsen's average for all T-TESS evaluation forms for Fall 2024-Spring 2025 is 99.4%. Alton Markel's average for all T-TESS evaluation forms for Fall 2024-Spring 2025 is 98.6% Austin Baier's average for all T-TESS evaluation forms for Fall 2024-Spring 2025 is 97.4% Tammy Wilson's average for all T-TESS evaluation forms for Spring 2025 is 96.3%</p> <p>Angela, Sherry, Katie, Alton, and Austin have successfully passed and completed</p>	<p>No actions have been added.</p>

	their internship. Tammy will complete her internship Fall 2025. The results meet the target objective for this goal.	
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Conclusion

Students have succesfully met the target objective for this goal.

Program Completion

- 1. Electronic Portfolio checklist and rating scale
- 2. Successful completion of Internship

MEASURES	RESULTS	ACTIONS
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<p>Program Completion</p> <p>1. The committee will evaluate the comprehensive exam using the Comprehensive Exam rubric for the electronic portfolio.</p> <p>There are three possible outcomes to the Comprehensive Exam: <i>pass</i>, <i>high pass</i>, and <i>fail</i>.</p> <p>Direct - Counts</p> <p>Target</p> <p>The committee will evaluate the comprehensive exam using the Comprehensive Exam rubric for the electronic portfolio.</p> <p>There are three possible outcomes to the Comprehensive Exam: <i>pass</i>, <i>high pass</i>, and <i>fail</i>.</p>	<p>NOT MET</p> <p>2024-2025 ASSESSMENT PLANS AND REPORTS Program Completion.pdf</p> <p>Analysis</p> <p>NOT MET. This goal was established by a previous program director prior to the implementation of the new online curriculum. At that time, there were no guidelines or rubric provided for the comprehensive exam utilizing an electronic portfolio, nor were they shared with faculty or the current program director. As a result, the electronic portfolio exam was not formally required for program completion for the 2024-2025 cohort.</p> <p>Recommended actions:</p> <p>1. The current program director will develop a comprehensive program requirement that includes an electronic portfolio with a collection of students' work from each course throughout the program and create a rubric to evaluate the electronic portfolios.</p> <p>2. Revise benchmark/target objective as follows:</p> <p>Target: At least 80% of students will pass the Comprehensive Exam Electronic Portfolio with a score of "pass" or higher. The possible outcomes are: <i>pass</i>, <i>high pass</i>, and <i>fail</i>.</p> <p>Description: This is a program comprehensive exam requirement consisting of an electronic portfolio that showcases students' work from each course throughout the program. The committee will evaluate the portfolio using the comprehensive exam rubric designed for this purpose.</p>	<p>Revise Benchmark / Target</p> <p>COMPLETE</p> <p>Target: At least 80% of students will pass the Comprehensive Exam Electronic Portfolio with a score of "pass" or higher. The possible outcomes are: <i>pass</i>, <i>high pass</i>, and <i>fail</i>.</p> <p>Description: This is a program comprehensive exam requirement consisting of an electronic portfolio that showcases students' work from each course throughout the program. The committee will evaluate the portfolio using the comprehensive exam rubric designed for this purpose.</p> <p>Recommended Due Date: 05/16/2025</p>
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