

Academic Year 2025-2026

MS in Deaf Education - MS-MSDE Learning Outcomes

Lesson Planning 2025-2026

In alignment with Texas Education Agency (TEA) requirements and the Texas Teacher Evaluation and Support System (T-TESS) rubric, students will design clear, well-organized, and sequential lesson plans that incorporate evidence-based best practices, align with relevant academic standards, and are appropriately differentiated to meet the diverse learning needs of students in Deaf Education.

MEASURES	RESULTS	ACTIONS
Lesson Plan Rubric Students will develop lesson plans for teaching K-12 deaf education students and evaluated using the content rubric to determine mastery of lesson planning skills. Direct - Assignment <i>Advanced Practicum: DSDE 5309</i> Target 85% of students will receive 80% or better on their lesson plan in the following courses: (DSDE 5318 ASL/English Bilingual Theories and DSDE 5309 Advanced Practicum) Spring 2026 DSDE 5309 Advanced Practicum Data Collection.pdf	MET Summary In the DSDE 5309 Advanced Practicum course, students in the Certification Track of the M.S. in Deaf Education program developed lesson plans for K-12 deaf and hard-of-hearing students. These plans were evaluated using a T-TESS-aligned content rubric that assessed incorporation of evidence-based best practices, alignment with relevant academic standards, clear organization and sequencing, and appropriate differentiation to meet diverse learner needs. A total of three students were enrolled in the Certification Track and completed this evaluation. All three students (100%) scored 90% or higher on their lesson plans. This performance substantially exceeds the program target of 85% of students scoring 80% or better. Spring 2026 DSDE 5309 Advanced Practicum Data Collection.pdf Analysis Key Findings • Achievement Rate: 100% of students met or exceeded the 80% proficiency threshold, with every student performing in the top performance tier (90%+). • Alignment with Standards: The results provide direct evidence that candidates are successfully designing lesson plans that meet Texas Education Agency (TEA) expectations and the T-TESS rubric criteria, with particular strength in evidence-based practices and differentiation tailored to Deaf Education contexts. • Program Relevance: This outcome measure focuses specifically on an essential instructional skill for future teachers of the deaf. The consistently high scores indicate that the Advanced Practicum is effectively preparing Certification Track students to create clear, well-organized, sequential, and responsive lesson plans that address the unique linguistic, cultural, and	<i>No actions have been added.</i>

	learning needs of deaf and hard-of-hearing students. Interpretation The 100% success rate demonstrates a strong and successful outcome for this targeted measure. Students are exiting the practicum experience with well-developed lesson planning competencies that align with state certification requirements and evidence-based practices in the field. The fact that all students performed at the 90%+ level indicates not only mastery of the minimum expectations but a high level of quality in planning that incorporates differentiation and best practices essential for effective Deaf Education instruction.	
--	---	--

Unit Planning 2025-2026

Students will develop comprehensive unit plans tailored for teaching K-12 students who are deaf or hard of hearing. These unit plans will be evaluated using the course content rubric to assess mastery of unit planning skills, including clear alignment with academic standards, incorporation of evidence-based instructional strategies appropriate for deaf education (such as visual and linguistic supports, bilingual ASL/English approaches where relevant, and differentiated accommodations), logical sequencing of content across multiple lessons, measurable learning objectives, inclusive assessment methods, and consideration of the diverse linguistic, cultural, and access needs of deaf learners.

MEASURES	RESULTS	ACTIONS
Unit Plan Rubric Students will demonstrate the ability to design cohesive, standards-aligned units that promote effective learning experiences for deaf and hard-of-hearing students in K-12 settings, with performance determined by content rubric criteria specific to the course. Direct - Assignment <i>Reggio Emilio: DSDE 5331</i> Target 80% of students will receive 80% or better on the Unit Plan in the following courses: (DSDE 5331 Reggio Emilia: Engaging Pre-School and Primary School Children, and DSDE 5333 21st Century Deaf Education: New Models and Applications).	MET Summary In the DSDE 5331 Reggio Emilia: Engaging Pre-School and Primary School Children course, students developed comprehensive unit plans designed for teaching K-12 students who are deaf or hard of hearing. These unit plans were evaluated using the course content rubric, which assessed mastery across multiple dimensions: clear alignment with academic standards, incorporation of evidence-based instructional strategies appropriate for deaf education (including visual and linguistic supports, bilingual ASL/English approaches where relevant, and differentiated accommodations), logical sequencing of content across multiple lessons, measurable learning objectives, inclusive assessment methods, and thoughtful consideration of the diverse linguistic, cultural, and access needs of deaf learners. A total of 11 students were enrolled in the course. All 11 students (100%) scored 90% or higher on their final unit plans. This performance substantially exceeds the program target of 80% of students receiving 80% or better. Spring 2026 DSDE 5331 Reggio Emilia Data Collection.pdf Analysis	<i>No actions have been added.</i>

	Key Findings • Achievement Rate: 100% of students met or exceeded the proficiency threshold, with every student performing in the highest performance tier (90% or above). • Depth of Mastery: The uniformly high scores indicate that students demonstrated strong proficiency not only in basic unit planning but in the more nuanced elements required for effective deaf education instruction, such as integrating Reggio Emilia-inspired principles with visual supports, bilingual strategies, and responsive differentiation. • Alignment with Outcome: Results provide clear evidence that students successfully designed cohesive, standards-aligned unit plans that promote effective, inclusive learning experiences tailored to deaf and hard-of-hearing learners in preschool and primary settings. Interpretation This outcome reflects a highly successful result for the DSDE 5331 course. The 100% pass rate at the 90%+ level demonstrates that the curriculum effectively prepares students to create comprehensive, multi-lesson unit plans that go beyond isolated lessons to address the full range of instructional planning competencies essential for educators in the field. The strong performance across all rubric criteria suggests that students are internalizing and applying evidence-based practices specific to deaf education, including attention to linguistic access, cultural responsiveness, and the diverse needs of deaf learners Recommendation The program should continue using this rigorous, multi-dimensional content rubric for unit plan evaluation in DSDE 5331, as it effectively captures the complex skills required for high-quality deaf education instruction. To build on this success, faculty may consider archiving exemplary unit plans (with student permission) as models for future cohorts or for professional development purposes.	
--	---	--

Content Knowledge of ASL/English Bilingual Deaf Education Practices 2025-2026

As a program requirement, we evaluate the overall effectiveness of the curriculum in developing students’ content knowledge and best practices in ASL/English bilingual deaf education. Students demonstrate this knowledge through their ASL/English bilingual coursework, applying current research in deaf education in their final projects of each course.

MEASURES	RESULTS	ACTIONS
----------	---------	---------

Content Knowledge of ASL/English Bilingual Deaf Education Practices Rubrics Each student in each course will be graded as having Met or Not Met the requirements using the courses' content rubrics. This will be used as data collection to evaluate course effectiveness and alignment with Council on Education of the Deaf (CED) standards. Courses with low scores will be evaluated by the DSDE Curriculum Committee. Direct - Assignment <i>ASL/Eng Bilingual Assess: DSDE 5320</i> Target 80% of the students will receive 80% or better on the course content rubrics for their final projects in the following courses: (DSDE 5313, 5328, 5319, 5311, 5326, 5332, 5320).	MET Summary As a program requirement, we evaluate the overall effectiveness of the curriculum in developing students' content knowledge and best practices in ASL/English bilingual deaf education. Students demonstrate this knowledge through their ASL/English bilingual coursework, applying current research in deaf education in their final projects of each course. Data on student performance were collected from final project content rubrics in five of the seven courses aligned with this program outcome (DSDE 5313, 5319, 5320, 5326, and 5332). Data for DSDE 5328 (Deaf Students with Disabilities) and DSDE 5311 (Classroom Application of Linguistics in ASL) were not provided for this reporting cycle. The provided data for each course with available information included total enrollment and breakdowns by performance tiers on the respective course content rubrics. These tiers were interpreted consistently as 70–79%, 80–89%, and 90% or higher to allow precise calculation of the percentage of students meeting or exceeding the 80% benchmark. DSDE 5320: ASL/English Bilingual Assessments Final Project: 12 students total, one scored 70% or higher, two scored 90% or higher, and 9 scored 90% or higher. DSDE 5313: Speech and Audiology Final Project: 10 students total, two scored 80% or higher, eight scored 90% or higher. DSDE 5319: Literacy: Strategies for Effective Reading and Writing Final Project: 10 student total, four scored 80% or higher, six scored 90% or higher. DSDE 5326: Educational Psychology Final Project: 12 students total, all twelve scored 80% or higher. DSDE 5332: Behavior Management Final Project: 12 students total, one scored 70% or higher, three scored 80% or higher, and eight scored 90% or higher. Content Knowledge of ASL and English Bilingual Deaf Education Practices Rubrics.pdf Analysis Overall Program Performance Performance was exceptionally strong: three courses achieved 100% of students meeting the benchmark, while the remaining two courses each had 91.7%	<i>No actions have been added.</i>
--	--	---

	meeting the target. A substantial proportion of students (particularly in DSDE 5320, 5313, 5319, and 5332) demonstrated mastery at the 90%+ level, indicating deep acquisition of content knowledge. Interpretation and Alignment with Outcome These results provide strong evidence that the curriculum is highly effective in developing students' content knowledge and best practices in ASL/English bilingual deaf education. Students are successfully applying current research in deaf education through their final projects, as measured by the course-specific content rubrics. All courses with available data substantially exceeded the program target of 80% of students scoring 80% or better. No courses fell below the established threshold; therefore, per the outcome description, no courses require immediate review by the DSDE Curriculum Committee based on this metric. The consistently high performance across diverse course topics (assessments, speech/audiology, literacy, educational psychology, and behavior management) indicates robust alignment with Council on Education of the Deaf (CED) standards and effective scaffolding of bilingual deaf education practices throughout the program.	
--	--	--

Program Completion

This is a program comprehensive exam requirement consisting of an electronic portfolio that showcases students' work from each course throughout the program for graduation. The committee will evaluate the portfolio using the comprehensive exam rubric designed for this purpose. TEA also requires students to have successful completion of clinical teaching or internship through an approved EPP program.

MEASURES	RESULTS	ACTIONS
Comprehensive Exam (Portfolio) Students on the capstone and teacher certification tracks will complete a comprehensive program exam requirement that includes an electronic portfolio with a collection of students' work from each course throughout the program and evaluated with a rubric to determine student growth and mastery. Students on the teacher certification track will also complete and pass clinical teaching or internship (PEDG 5383) course as evidence of formal training and evaluated using the Clinical Skills Assessment for Deaf Education Candidates Disposition Form. Direct - Portfolio ASL/Eng Bilingual Literacy: DSDE 5319 Target	MET Summary This program outcome addresses the comprehensive examination requirement for the M.S. in Deaf Education program at Lamar University. It encompasses two key components aligned with TEA Educator Preparation Program (EPP) standards and Council on Education of the Deaf (CED) expectations: (1) successful completion of the Comprehensive Exam Electronic Portfolio, which requires students to demonstrate professional growth, mastery of pedagogical strategies, understanding of Deaf culture, and reflective practices through curated artifacts from coursework, practicum, and related experiences; and (2) for students on the teacher certification track, successful completion of clinical teaching or internship (PEDG 5383/5384) with strong performance on the Clinical Skills	<i>No actions have been added.</i>

1. At least 80% of students will pass the Comprehensive Exam Electronic Portfolio with a score of "pass" or higher. The possible outcomes are: high pass, pass, and fail.

2. At least 80% of students will successfully complete clinical teaching or internship course and score 80% or higher on the Clinical Skills Assessment for Deaf Education Candidates Disposition Form.

Assessment for Deaf Education
 Candidates Disposition Form.

Comprehensive Exam Electronic Portfolio

Seven students on the Capstone Track completed and submitted the electronic portfolio. All seven students received a rating of "Met" or "Exceed" on the Comprehensive Electronic Portfolio Rubric. No students received Not Met ratings. All seven Capstone Track students successfully graduated in May 2026.

Clinical Skills Assessment (DSDE 5309 Advanced Practicum)

Three students on the Certification Track completed DSDE 5309 Advanced Practicum and were evaluated using the "Clinical Skills Assessment for Deaf Education Candidates". All three students passed the assessment, achieving an average score of 90% or higher across the 30 indicators (well above the 80% benchmark of 24/30 indicators). Performance ranged from "Emerging" to "Meets Expectations" across all domains, with no "Not Met" ratings recorded. Key domains assessed included ASL Proficiency and Instructional Use, Bilingual and Multimodal Teaching Strategies, Adaptive Technology Integration, Cultural Competence in Deaf Education, Student Engagement and Behavior Management, and Assessment and Differentiation. Of these certification-track students, three have now completed practicum and will enroll in Internship during the Fall 2026 semester, with an expected graduation date of May 2027.

[Amy's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

[Amy's Comprehensive Exam Electronic Portfolio \(2\).pdf](#)

[Clinical Skills Assessment for Deaf Education Candidates.pdf](#)

[Clinical Skills Assessment for Deaf Education Candidates Leah Shockey.pdf](#)

[Clinical Skills Assessment for Samantha Padilla.pdf](#)

[Comprehensive Exam Electronic Portfolio 1 \(4\) \(2\).pdf](#)

[CR - Clinical Skills Assessment for Deaf Education Candidates \(1\) \(1\).pdf](#)

[Hannah's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

[Jelina's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

[Natalie's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

[Rhonda's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

[Sahej's Comprehensive Exam Electronic Portfolio \(1\).pdf](#)

Analysis

Interpretation

These results provide strong evidence that the program is effectively preparing graduates to meet rigorous, multifaceted graduation and certification requirements. The 100% success rate on the electronic portfolio demonstrates that students are successfully compiling high-quality artifacts that reflect deep professional growth, application of evidence-based practices, alignment with CED standards, and meaningful reflection on their development as Deaf educators. The portfolio serves as a culminating showcase of mastery across learner development, learning differences, content knowledge, assessment, professional ethics, and other key domains.

For certification-track students, the Clinical Skills Assessment results further validate readiness for the classroom. The consistently high performance (90%+ average) across critical areas—such as fluent and adaptive ASL use, bilingual instructional strategies, cultural competence, visual and interactive engagement techniques, and differentiated assessment—indicates that candidates are emerging as skilled, reflective practitioners who can meet the diverse linguistic, cultural, and access needs of deaf and hard-of-hearing learners. The successful progression of three of these students into the Internship phase (Fall 2026) with an expected May 2027 graduation further illustrates the program's effectiveness in supporting timely completion of certification requirements.

Strengths and Program Implications

The uniformly strong outcomes reflect the coherence and rigor of the curriculum, which integrates coursework artifacts, practicum experiences, and reflective components in ways that build toward comprehensive professional competence. High performance on both the portfolio rubric (which emphasizes depth of reflection, artifact quality, research relevance, and community engagement) and the clinical skills assessment (which evaluates observable teaching competencies aligned with T-TESS and TEA expectations) suggests that students are internalizing and applying the knowledge and skills emphasized throughout the program. The May 2026 graduation of all seven Capstone students and the clear progression pathway for certification-track students represent tangible evidence of program success in producing well-prepared graduates.

Recommendations

	Continue the current robust evaluation processes using the established portfolio rubric and Clinical Skills Assessment form, as they effectively capture both reflective/professional growth and observable instructional competencies. Consider archiving exemplary portfolios (with student permission) as models for incoming cohorts and using high-performing clinical assessment profiles to identify program strengths and areas for targeted enhancement. These results serve as a powerful capstone validation that the M.S. in Deaf Education program is successfully preparing graduates who meet or exceed expectations for professional practice, certification, and service to deaf and hard-of-hearing students and communities. Overall, the data indicate a highly successful outcome for this comprehensive program requirement, with clear evidence of both immediate mastery and successful student progression toward graduation.	
--	--	--

MS in Deaf Education - MS-MSDE Success Outcomes

Clinical Practice / Internship

It is a program requirement that students complete a specified number of formal supervised lessons during their clinical teaching or internship course in order to pass TEA requirements for teacher certification. Students will be evaluated using Texas Teacher Evaluation and Support System (TESS) rubric to determine successful mastery of lessons taught with areas of strengths and needs for improvement.

MEASURES	RESULTS	ACTIONS
Clinical Teaching / Internship 1. Students will teach three lesson plans observed by their cooperating teacher / field supervisor throughout the semester for clinical teaching. 2. Students will teach five lesson plans observed by their mentor teacher / field supervisor over two semesters for on-the-job internship. Direct - Counts Target 1. 90% of the students doing the clinical teaching will pass with at least 85% (Developing) on three T-TESS evaluation forms from their cooperating teacher / field supervisor. 2. 90% of the students doing on-the-job internships will pass with at least 85% (Developing) on five T-TESS evaluation forms from their mentor teacher/ field supervisor.	MET Summary This program outcome addresses the final, high-stakes clinical experience required for teacher certification through Lamar University's Educator Preparation Program (EPP). In alignment with Texas Education Agency (TEA) requirements and the Texas Teacher Evaluation and Support System (T-TESS) rubric, students on the certification track must successfully complete a series of formal supervised lessons during either clinical teaching or on-the-job internship. These lessons are observed and evaluated by cooperating teachers, mentor teachers, and/or field supervisors using the LU T-TESS Lesson Observation Form, which documents evidence in Domains 2 (Instruction), 3 (Learning Environment), and 4 (Professional Practices & Responsibilities), provides reinforcement and refinement feedback for each indicator, and includes preconference and post-observation conferencing as required by TAC rules. Data Summary	<i>No actions have been added.</i>

Data were available only for the on-the-job internship track. Only one student was enrolled and completed the full internship (Spring 2025–Fall 2025) and was evaluated on five formal T-TESS lesson observations. The student passed all five evaluations with the following scores out of 100:

Lesson 1: 94/100
Lesson 2: 97/100
Lesson 3: 98/100
Lesson 4: 100/100
Lesson 5 (final): 100/100

All five scores substantially exceeded the 85% Developing threshold. Performance showed a clear upward trajectory, with the student achieving perfect scores on the final two observations.

[LU TTESS Lesson Observation Form - Copy - Copy.pdf](#)

Analysis

Interpretation

These results provide strong evidence that the program's culminating clinical experience effectively prepares certification candidates to demonstrate mastery of T-TESS domains under real-world teaching conditions. The single internship student not only met but far exceeded the 85% Developing benchmark on every formal observation, with scores improving steadily across the five lessons. This trajectory suggests that the structured observation process—preconference, documented evidence collection in Domains 2–4, targeted reinforcement and refinement feedback, and post-observation conferencing—successfully supported reflective growth and instructional refinement.

The LU T-TESS form's detailed indicators (e.g., Achieving Expectations, Content Knowledge & Expertise, Differentiation, Monitor & Adjust, Classroom Culture, Professional Demeanor & Ethics, and Reflection on Practice) allow for precise identification of strengths and targeted areas for improvement, ensuring feedback is actionable and aligned with TEA expectations for clinical teachers.

Strengths and Program Implications

The consistently high and improving scores demonstrate the effectiveness of the internship model in fostering professional competence. The progression from 94% to 100% across observations reflects meaningful application of feedback, increased confidence, and deeper integration of evidence-based practices, bilingual strategies, and responsive instruction for deaf and hard-of-hearing learners. This outcome builds directly on prior program measures (e.g., lesson and unit planning in earlier courses, Clinical Skills

	Assessment after Advanced Practicum, and the Comprehensive Electronic Portfolio), creating a coherent pathway from coursework to certification readiness. Recommendation Continue using the detailed LU T-TESS Lesson Observation Form with its emphasis on preconference, evidence-based feedback (reinforcement and refinement), and post-observation conferencing, as this process demonstrably supports candidate growth. Overall, the available data indicate a successful outcome for the internship component of this requirement, with clear evidence of instructional mastery and professional growth aligned with T-TESS standards.	
--	---	--