

Insert Academic Degree Name Here

Annual Program Report Template

Year:	2022-2023
Program:	M.Ed. Special Education-Generalist Concentration
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Summary of Continuous Improvement Efforts since Last Report

Provide a brief description of how assessment results have been used for program improvement. Point to a specific example of how an assessment provided the program with data it could use for improvement and what that improvement was, if possible, also show evidence of the improvement. You may look at data from the two previous academic years to support this case.

Respond here:

In the 2022-2023 Academic Year, the following assessments were considered for review:

1. SPED 5301 Survey of Exceptional Learners: Week 4 Case Study Assignment

Learner Outcome: Critical Thinking. SLO: Analyze the impact of 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. Aligned with Competency 001 Characteristics and Needs of Students and Competency 003 Procedures for Planning Instructions of the Texas Certify Teacher Practice Exam and TExES SPED 163 Exam)

Benchmark: 90% of the students will achieve a score of 90% (total score)

Results:

Overall scores for the Week 4 Case Study Assignment indicated that 61 out of the 100 students enrolled in the course earned a score of 90% or better on the case study assignment. The Benchmark was not met.

- Summer 2022 POT 11: 10 out of 14 scored 90%+;
- Summer 2022 POT 12: 8 out of 8 scored 90%+;
- Fall 2022 POT 11; 12 out of 25 scored 90%+;
- Fall POT 12; 8 out of 14 scored 90%+;
- Fall POT 13; 0 out of 4 scored 90%+;
- Spring 2023 POT 11; 11out of 20 scored 90%+;
- Spring 2023 POT 12, 9 out of 12 scored 90%+;
- Spring 2023 POT 12; 9 out of 12 scored 90%+;
- Spring POT 13; 3 out of 3 scored 90%+

Action Plan: Overall, 100% of the students scored 80.15% on this assignment, so this year's cohort met the prior year's benchmark of 80% of the students making a score of 80% on the assignment but not the 2021-2022 benchmark. In order to meet the additional rigor of the benchmark the program faculty will create a Case Study Module within Week 3 and/or Week 4 course modules. The component of that instructional module will include 1) exemplars for a quality paper, 2) a tutorial/lecture/reading assignment about the use of case study design in special education, 3) revised assignment directions/rubric development, and 4) the inclusion of a Yuja video with scoring directions for the assignment for the instructor/Instructional Associate. The intent is to provide additional instructional support to match the added rigor for the benchmark score. An updated assignment will be prepared for inclusion in the Fall 2023 courses.

2. SPED 5302 Tests, Measurement, and Assessment: Week 4 Assessment of Academic Achievement

This is a new learner outcome to replace one that is no longer viable as the comprehensive exam format changed from an essay format to a standardized-test format.

Learner Outcome: The purpose of this simulation activity is for students to apply research skills for analyzing the following aspects of academic achievement tests; technical adequacy, bias status, and alignment of assessments with district student populations of for determining eligibility for special education services.

Benchmark: 80% of the students will earn a score of 80% or better on the final score of the rubric-scored assignment for the Week 4 Assignment: Assessment of Academic Achievement

Results: The benchmark was exceeded; 17 out of 20 (85%) of students scored 90% or better on this assignment; 1 student scored 79%, and 2 students scored 69%.

Action Plan: Because of the small number of students enrolled in this course/program, additional data needs to be collected before any additional determinations are made with result to learner outcomes for this assignment. It is only offered once a year in the Generalist concentration. Continue to monitor the results of this assignment. More data will paint a more accurate picture of the learner outcomes as more students complete the assignment.

3. SPED 5316 Comprehensive Exam: Certify Teacher Test (Special Education 163 TExES test).

This is a new learner outcome to replace one that is no longer viable as the comprehensive exam format changed from an essay to a standardized-test format.

Learner Outcome: Professional Knowledge. Lamar University requires masters degree students to complete a thesis or comprehensive exam to demonstrate knowledge of content of the discipline. In the M.Ed. Special Education-Generalist program, during the Spring of 2023, the Certify Teacher Practice Exam for SPED (TExES 163) was used as the comprehensive exam for this program. It replaced a reflective essay/portfolio exam.

Benchmark: 90% of students exiting the program should pass the exam with a score of 80% or better (240 out of 300 points.)

Results: Results submitted by Certify Teacher to students enrolled in SPED 5316 indicated that 100% of the students exiting the program scored at 80% or better on the Certify Teacher Practice TExES 163 (Special Education) practice exam prior the end of this course. n = 10 Scored 90-100% and n = 9 (scored 80-80%). Student performance exceeds the benchmark for this outcome. Students demonstrated an overall high level of content acquisition of special education content knowledge from the courses in their degree program. Despite the high level of performance of the students, 15 of the 19 students who took this exam, made scores between 37.5% to 75% on individual competencies. 5 students had low scores on Competency 2 (Assessments and Procedures for Instructional Decisions), and 4 students had low scores on Competency 4 (Managing the Environment and Assistive Technology).

Action Plan: . Despite the high level of performance of the students, 15 of the 19 students who took this exam, made scores between 37.5% to 75% on individual competencies. 5 students had low scores on Competency 2 (Assessments and Procedures for Instructional Decisions), and 4 students had low scores on Competency 4 (Managing the Environment and Assistive Technology). The assignment will be revised within the course to require students to post competency scores. An analysis of these sub-scores will be used to analyze courses in the program to be sure competencies are being adequately addressed within the courses and throughout the program. The reporting portion of the assignment within the gradebook will be changed with for the Fall 2023 term.

Program Highlights Since Last Report

Identify and briefly discuss any programmatic curriculum changes made since the last report (e.g. new courses, course changes, SLO changes, course deletions).

In the late fall 2022 and early spring 2023, a search committee was established for the purpose of hiring a full-time faculty member for the M.Ed. Special Education: Generalist/Educational Diagnostician program. Drs. Troxclair, Botos, and Fong completed the search and recommended a candidate for hiring. The committee has been told that the hiring packet has been submitted to the Provost's offer, but there has not been any communication with respect to whether or not the recommended applicant has been offered or formally accepted the offer to fill the position as Assistant Professor, Special Education/Educational Diagnostician for the department/program.

Drs. Botos and Troxclair, full time faculty members in the program have kept an ongoing list of program/course improvements but are waiting till the new faculty member comes on board so that person's expertise is included in any updates under consideration.

Do not fill out TABLE 1 or 2. The information you entered in Smartsheet will be copied by someone on our team.

I have already updated the spreadsheet with the current information. Dr. Troxclair 4.24.2023 @ 4:44 PM.

<https://app.smartsheet.com/sheets/HWqrr34CfhVHP8g2HwHPWhMVCRCJQWVmjFhr67w1?view=grid>

Table 1. Assessment Results and Analyses for Current Cycle.

STAGE 1: PLAN				STAGE 2: DO		STAGE 3: STUDY
Departmental Student Learning Goal	Program Student Learning Outcome	Assessment	Assessment Method/Location	Benchmark Expectations	Data Results	Actions/Goals Based on Data Results* What do the data tell you? How will you use this data? How were data from the last cycle used to make changes during this cycle, and What were the results of those changes?
Professional Knowledge Assessing Student Knowledge Self Reflection and Professional Disposition	Professional Knowledge. Lamar University requires masters degree students to complete a thesis or comprehensive exam to demonstrate knowledge of content of the discipline. In the M.Ed. Special Education-Generalist program, during the Spring of 2023, the Certify Teacher Practice Exam for SPED (TExES 163) was used as the comprehensive exam for this program. It	Professional Knowledge, Rationale: Program faculty believe profession knowledge is important for our graduates to succeed professionally. TeXes 163 Special Education Certify Teachers Practice Exam will be completed to meet the requirement of a comprehensive	Students will submit print out of score sheet from the Certify Texas Practice Teacher Exam as evidence of completion of this test. The documentation needs to provide the overall score along with scores for all of the domains and competencies assessed by the exam.	90% of students exiting the program should pass the exam with a score of 80% or better (240 out of 300 points.)	Results submitted by Certify Teacher to students enrolled in SPED 5316 indicated that 100% of the students exiting the program scored at 80% or better on the Certify Teacher Practice TExES 163 (Special Education) practice exam prior the end of this course. n = 10 Scored 90-100% and n = 9	Student performance exceeds the benchmark for this outcome. Students demonstrated an overall high level of content acquisition of special education content knowledge from the courses in their degree program.

	replaced a reflective essay/portfolio exam.	exam. The first time this exam was used as a comprehensive exam in the M.Ed. Special Education-Generalist Concentration was during the Spring 2025 term. This exam replaces the previous reflective essay used as the comprehensive exam since 2017.			(scored 80-80%).	
Critical Thinking. Special education teachers need to be able to think critically in order to align the educational needs of exceptional learners with appropriate learning strategies.	Critical Thinking. SLO: Analyze the impact of 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. Aligned with Competency 001 Characteristics and Needs of Students and Competency 003 Procedures for Planning Instructions of the Texas Certify Teacher Practice Exam and TExES SPED 163 Exam)	Critical Thinking Measure - Case Study Assignment-SPED 5301. Students will develop a case study which consists of the following: profile of exceptional learners, description of the exceptionality, issues and concerns presented by the case study subject, design of research-based intervention to address the case study subject's issues	Students will generate a case study for an exceptional learner with a diagnosed disability that was covered in SPED 5301 Survey of Exceptional Learners.	90% of the students will achieve a score of 90% (total score)	Overall scores for the Week 4 Case Study Assignment indicated that 61 out of the 100 students enrolled in the course earned a score of 90% or better on the case study assignment. (Summer 2022 POT 11: 10 out of 14 scored 90%+; Summer 2022 POT 12: 8 out of 8 scored 90%+; Fall 2022 POT 11; 12 out of 25 scored 90%+; Fall POT 12; 8 out of 14 scored 90%+; Fall POT 13; 0	Overall, 100% of the students scored 80.15% on this assignment, so this year's cohort met the prior year's benchmark of 80% of the students making a score of 80% on the assignment. The assignment directions/rubric, etc. will be reviewed by the faculty and an updated assignment will be prepared for inclusion in the Fall 2023 courses. Included in the update will be 1) providing exemplars for a quality paper, 2) a tutorial/lecture/reading assignment about the use of case study design in special education, revised assignment directions/rubric development, and the inclusion of a Yuja video with scoring directions for the assignment. The intent is to provide additional instructional support to match the added rigor for the benchmark score.

		and concerns, results of the intervention.			out of 4 scored 90%+; Spring 2023 POT 11; 11 out of 20 scored 90%+; Spring 2023 POT 12, 9 out of 12 scored 90%+; Spring 2023 POT 12; 9 out of 12 scored 90%+; Spring POT 13; 3 out of 3 scored 90%+).	
Professional Knowledge Assessing Student Knowledge	Special education practitioners need to be aware of and become familiar with a variety of assessment tools used to identify students for special education services. Aligned with Competency 002 Assessments and Procedures for Instructional Decisions of the SPED 163 Certify Teacher/TEXES 163 SPED Exam)	The purpose of this simulation activity is for students to apply research skills for analyzing the following aspects of academic achievement tests; technical adequacy, bias status, and alignment of assessments with district student populations of for determining eligibility for special education services.	Write a 5-part written report (description of district's student population; descriptions of the test, technical adequacy of the test, interview an educational diagnostician; describe appropriateness of the test, and decide if the the test aligns with the district's student population and should be used within the district to determine eligibility for special education services. A required template has been provided	80% of the students will earn a score of 80% or better on the final score of the rubric-scored assignment.	Benchmark was exceeded; 17 out of 20 (85%) of students scored 90% or better on this assignment; 1 student scored 79%, and 2 students scored 69%.	Because of the small number of students enrolled in this course/program, additional data needs to be collected before any additional determinations are made with result to learner outcomes for this assignment. It is only offered once a year in the Generalist concentration.

			for this assignment. The format of the previous version of this assignment was analyzed because this version was complicated for students to complete, burdensome for graders to score. An updated and revised version of the template for this assignment and a new and better rubric was developed and was used in Spring 2023 POT 13 in SPED 5302 POT 13, Section Q22.			

Table 2. Continuous Improvement Results Since Last Report

Stage 4: ACT		
Actions/Goals Based on Data Results <i>*Copy last cycle's actions/goals and report on progress toward continuous improvement on those here.</i>	Status <i>C=Complete P=Progressing N=No Action Taken</i>	Discussion of Status <i>If C, describe efforts that led to accomplishment of actions/goals. If P, provide update on progress made toward accomplishing actions/goals and what tasks remain If N, discuss why action toward accomplishing actions/goals has been delayed and what work will be initiated toward accomplishment.</i>
Despite the high level of performance of the students, 15 of the 19 students who took this exam, made scores between 37.5% to 75% on individual competencies. 5 students had low scores on Competency 2 (Assessments and Procedures for Instructional Decisions), and 4 students had low scores on Competency 4 (Managing the Environment and Assistive Technology).	P	Since this was the first time the exam was used, and there are only 19 students who took the exam, faculty will continue to collect this data to determine long-term trends and dive deeper into the individual competencies in which students scored less than 80%.
Program faculty will work to create/develop/implement an updates to the Week 3 and Week 4 Modules to include instruction in case study development.	P	SPED 5301 Survey of Exceptional Learners has not had a thorough course update since 2017. This Week 4 Case Study assignment has been reviewed annually, and in the last academic year, a decision was made to add additional rigor to the assignment. The directions were reviewed and the rubric was refined; however, no additional instruction was added to the course to support the additional rigor.
Continue to monitor the results of this assignment. More data will paint a more accurate picture of the learner outcomes as more students complete the assignment.	P	Check to be sure that the faculty completes inter rater reliability for this assignment as it is a "new" version of the assignment.