EARLY CHILDHOOD SPECIAL EDUCATION MATRIX AND ASSESSMENT ARTIFACTS

Courses ➡ Program Outcomes ⬇	Educ. 578 Infants and Toddlers: Development, Methods, Curriculum and Assessment	Educ. 580 Pre-Primary Education: Development, Methods, Curriculum and Assessment	Educ. 650 Family and Culture	Educ. 602 History and Context of Early Intervention and Early Childhood Special Education	Educ. 655 Inclusive Practices, Family Partnerships, and Differentiation in Early Childhood Education	Educ. 657 Teaching Students with Autism and Severe/Profound Disabilities	Educ. 692 Observing and Assessing the Young Child with Disabilities	Educ. 576 Behavior Disorders- Behavior Management
1. Demonstrate understanding of how disabilities can interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with disabilities.				Final Project Delivering Services to Young Children with Special Needs				Behavior Intervention Plan
Expectations: (2-3) <mark>(8/29/2016 to 12/31/2016)</mark> Set 1				**Results** <mark>(8/29/2016 to 12/31/2016)</mark> N=7 Mean = 4 Median = 4 SD = 0 Beg=0%				

				Dev=0% Adv=0% Prof=100%				
Expectations: **(2-3)** **(8/21/2017 to** **12/31/2017)** Set 2				**Results** **(8/21/2017 to** **12/31/2017)** N=6 Mean = 3.67 Median = 4 SD = 0.47 Beg=0% Dev=0% Adv=33% Prof=67%				
Expectations: 3rd Set **(8/26/2018 to** **12/31/2018)**				**Results** **(8/26/2018 to** **12/31/2018)** N=1 Mean = 4 Median = 4 SD = 0 Beg=0% Dev=0% Adv=0% Prof=100%				
2. Demonstrate ability to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop	NAEYC Core Standard							Behavior Intervention Plan

emotional well-being, positive social interactions, and self-determination.							
Expectations: (2-3) <mark>(8/29/2016 to 12/31/2016)</mark> 1st Set							**Results (1st set)** <mark>(8/29/2016 to 12/31/2016)</mark> N=9 Mean = 3.67 Median = 4 SD = 0.67 Beg=0% Dev=11% Adv=11% Prof=78%
Expectations: (2-3) <mark>(08/21/2017 - 12/31/2017)</mark> 2nd Set							**Results (2nd set)** <mark>(8/21/2017 to 12/31/2017)</mark> N=1 Mean = 3 Median = 3 SD = 0 Beg=0% Dev=0% Adv=100% Prof=0%
Expectations: (2-3) <mark>(01/01/2018 - 05/12/2018)</mark>							**Results (3nd set)** <mark>(01/01/2018 to</mark>

3rd Set							05/12/2018) N=4 Mean = 3.5 Median = 3.5 SD = 0.5 Beg=0% Dev=0% Adv=50% Prof=50%
Expectations: (2-3) (05/06/2018 - 08/25/2018) 4th Set							**Results (4th set)** (05/06/2018 to 08/25/2018) N=3 Mean = 3.33 Median = 34 SD = 0.94 Beg=0% Dev=33% Adv=0% Prof=67%
Results (5th set) (08/26/2018 to 12/31/2018)							**Results (5th set)** (08/26/2018 to 12/31/2018) N=3 Mean = 3.33 Median = 3 SD = 0.47 Beg=0% Dev=0% Adv=67% Prof=33%
3. Demonstrate knowledge of general and specialized			Final Project Delivering Services to Young Children				

curricula to individualize learning for individuals with disabilities.				with Special Needs				
Expectations: (2-3): <mark>(8/29/2016 to 12/31/2016)</mark> <mark>Set 1</mark>				**Results** <mark>(8/29/2016 to 12/31/2016)</mark> N=7 Mean = 4 Median = 4 SD = 0 Beg=0% Dev=0% Adv=0% Prof=100%				
Expectations: (2-3) <mark>(8/21/2017 to 12/31/2017)</mark> <mark>Set 1</mark>				**Results** <mark>(8/21/2017 to 12/31/2017)</mark> N=6 Mean = 3.17 Median = 3 SD = 0.37 Beg=0% Dev=0% Adv=83% Prof = 17%				
3rd Set <mark>(8/26/2018 to 12/31/2018)</mark>				**Results** <mark>(8/26/2018 to 12/31/2018)</mark> N=1 Mean = 4 Median = 4 SD = 0 Beg=0% Dev=0% Adv=0% Prof = 100%				
4. Demonstrate								

the ability to use multiple methods of assessment and data-sources in making educational decisions.							
Expectations: 1st Set							
2nd Set							
3rd Set		NAEYC Core Standard 5					
5a Demonstrate ability to <u>select</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.		NAEYC Core Standard 5					
Expectations: 1st Set (3/02/2015)							
2nd Set							
3rd Set							
5b Demonstrate							

ability to <u>adapt</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.							
Expectations: 1st Set (3/02/2015)							
2nd Set							
3rd Set							
5c Demonstrate ability to <u>use</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.							
Expectations: 1st Set (3/02/2015)							
2nd Set							
3rd Set							
6. Demonstrate foundational			Final Project Delivering				

knowledge of the field and their professional Ethical Principles and Practice Standards to inform special education practice, to engage in lifelong learning, and to advance the profession				Services to Young Children with Special Needs 1st Set			
Expectations: **(2-3)** <mark>(8/29/2016 to 12/31/2016)</mark> <mark>1st Set</mark>				**Results** <mark>(8/29/2016 to 12/31/2016)</mark> N=7 Mean = 3.71 Median = 4 SD = 0.45 Beg=0% Dev=0% Adv=29% Prof=71%			
Expectations: **(2-3)** <mark>(8/21/2017 to 12/31/2017)</mark> <mark>2nd Set</mark>				**Results** <mark>(8/21/2017 to 12/31/2017)</mark> N=6 Mean = 3.17 Median = 3 SD = 0.37 Beg=0% Dev=0% Adv=83%			

				Prof = 17%			
3rd Set <mark>(8/26/2018 to 12/31/2018)</mark>				<mark>(8/26/2018 to 12/31/2018)</mark> N=1 Mean = 4 Median = 4 SD = 0 Beg=0% Dev=0% Adv=0% Prof = 100%			
7. Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences.			NAEYC Core Standard 2				Behavior Intervention Plan
Expectations: (3.5)							**Results 1st Set**

1st Set							N=9 Mean = 3.44 Median = 4 SD = 0.68 Beg=0% Dev=11% Adv=33% Prof=56%
Expectations: (3.5) **2nd Set**							**Results 2nd Set** N=1 Mean = 2 Median = 2 SD = 0% Beg=0% Dev=100% Adv=0% Prof=0%
Expectations: (3.5) 3rd Set							**Results 3rd Set** N=4 Mean = 3.25 Median = 3 SD = 0.43% Beg=0% Dev=100% Adv=75% Prof=25%
Results (4th set) 							**Results (4th set)** N=3

									Mean = 3.67 Median = 4 SD = 0.47 Beg=0% Dev=0% Adv=33% Prof=67%

CCGS ECSE Framework for assessment matrix: August, 2015, revise

Fall 2018 (C&W charts by outcomes)   See Google Drive files at this link:

https://drive.google.com/drive/folders/0B4QDq6pdYw7WQWRzczVVeW1JTjg

Spring 2018 to Summer 2018 (C&W charts by outcomes)   See Google Drive files at this link:

https://drive.google.com/drive/folders/0B4QDq6pdYw7WQWRzczVVeW1JTjg

Plan of Action:

- In the key assessment for EDUC 576 (Behavior Management in Inclusive Settings), a course shared by Early Childhood Education Birth - 3 Inclusive Program, the Special Education Program, and the Early Childhood Special Education Program, a Behavior Intervention Plan focusing on research-based intervention for behavioral issues for serving the academic, social and emotional needs of students with emotional and behavioral disorders in inclusive settings, outcome artifact 7 (Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences). indicate improvements are being realize across cohorts. The same increase in program outcome results for outcome 2 (Demonstrate ability to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination) is demonstrated in EDUC 576. As more cohorts and students are added to the Early Childhood Special Education program a greater analysis will be possible. However, this may take some time as the ECSE program has been placed on a temporary hold.

Fall 2016 to Fall 2017 (C&W charts by outcomes)   See Google Drive files at this link:

https://drive.google.com/drive/folders/0B4QDq6pdYw7WQWRzczVVeW1JTjg

Plan of Action:

The Early Childhood Special Education Program has two datasets at the time of the preparation of this report, thus there is an opportunity to compare student outcomes across cohorts for the same class. However, there is not a full set of data representing all artifacts, thus it is not possible to do a complete cross-comparison across courses for student outcomes. In addition, one of the cohorts has *N=1.* This small *N* may skew the data. Finally, there have been two different assessors and there was not a process in place to ensure inter-rater reliability. Nevertheless, a look at these data sets raises some significant questions connected to action steps that need to be implemented, including these:

- In the key assessment for EDUC 576 (Behavior Management in Inclusive Settings), a course shared by Early Childhood Education Birth - 3 Inclusive Program, the Special Education Program, and the Early Childhood Special Education Program, a Behavior Intervention Plan focusing on research-based intervention for behavioral issues for serving the academic, social and emotional needs of students with emotional and behavioral disorders in inclusive settings, students are slightly below the expected mean in one cohort and significantly below the expected mean in the 2nd cohort on program outcome 7(Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences). However, the same student cohorts were significantly above the expected mean and at the expected mean for program outcome 2 (Demonstrate ability to create safe, inclusive, culturally responsive learning environments so that individuals with disabilities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination). Is this due to the nature of the assignment, or is it that the course does not emphasize enough the collaboration needed among a multiplicity of stakeholders to address the needs of individuals with disabilities across a range of learning experiences. The action plan is *to look more carefully at the required materials in EDUC 576 while also considering evidence from the third data set. If the third data set shows a continuing trend in this regard, the assignment and/or parts of the course may need to be modified, or a more in-depth course revision may have to be implemented in order to offer a more focused emphasis on the importance of collaboration in the curriculum for SpEd student cohorts who take the course.*

Budget Implications: At the moment, none. As the Early Childhood Special Education Program has additional cohorts and data sets it wll become possible to do a complete cross-comparison across courses for student outcomes. In addition, as the courses are refreshed to meet the new CGSAE format, moving to one discussion board each week and the curriculum content is reviewed to ensure the program is offering students engaging, relevant and efficient learning opportunities, there may need to be funds allocated for additional course revisions and refreshes.

(Report Date September 20, 2018)

Spring 2018 to Summer 2018 (C&W charts by outcomes)   See Google Drive files at this link:

> https://drive.google.com/drive/folders/0B4QDq6pdYw7WQWRzczVVeW1JTjg