SPECIAL EDUCATION PROGRAM OUTCOMES/ SPECIAL EDUCATION PROGRAM COURSES

Special Education courses SPECIAL EDUCATION PROGRAM OUTCOMES	Educ. 593 Psy. Basic Foundations of Special Education Intervention Plan	Educ. 558 Current Issues in Sp.Ed and Law IEP	Educ. 539 Instructional Methods for Students with Diverse Needs INCLUDE Strategy	Educ. 576 Behavior Disorders Behavior Management Behavior Intervention Plan	Educ 559 Instructional Methods for Students with Learning Disabilities SRSD Intervention Plan	Educ. 591 Education Students with Intellectual and Developmental Disabilities Ziggurat Model	Educ.592 Assessment and Evaluation of Diverse Learners CBM	Educ. 660 Outcome based instructional methods Methods Final Project: Video and Evidence of Implementation	Educ. 546 Curriculum and Direct Instruction: Reading Reading Student Plan	Educ. 547 Curriculum and Direct Instruction: Math Math Student Plan
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. 1st set (EDUC 539)			INCLUDE Strategy		SRSD Intervention Plan			Methods Final Project: Video and Evidence of Implementation		

Expectations: **Set 1** *(2 - 3.5)* <mark>1/1/2016 to 10/25/2016:</mark>			**Results** **Set 1** <mark>1/1/2016 to 10/25/2016:</mark> N=10 Mean 3.6 Median 3.6 Beg = 0% Dev= 0% Adv=40% Prof= 660%							
Expectations: *(2 - 3.5)* **Set 2** <mark>8/29/2016 to 12/31/2016:</mark>			**Results** **Set 2** <mark>8/29/2016 to 12/31/2016:</mark> N=10 Mean 3.5 Median 3.5 Beg = 0% Dev= 20% Adv=10% Prof= 70%							
Expectations: *(2 -3.5)* **Set 3** <mark>01/01/2017 to 04/30/2017:</mark>			**Results** <mark>Set 3 01/01/2017 to 04/30/2017:</mark> N=4 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%					**Results** <mark>01/01/2017 to 04/30/2017:</mark> N=1 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%		

Expectations *(2 - 3.5)* **Set 4** 05/01/2017 to 08/25/2017:				**Results Set 4** 05/01/2017 to 08/25/2017: N=2 Mean 3.5 Median = 3.5 SD = 0.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%		**Results** 05/01/17- to 08/25/2017: N=2 Mean 4 Median 4 SD 0 Beg = 0% Dev = 0% Adv = 0% Prof 100%			**Results** 05/01/2017 to 08/25/2017: N=10 Mean 3.8 Median = 4 SD = 0.4 Beg = 0% Dev= 0% Adv=20% Prof= 80%	
Expectations *(2 - 3.5)* **Set 5** 08/26/2017 to 12/31/2017:				**Results Set 5** 08/26/2017 to 12/31/2017: N=7 Mean 3.36 Median = 4 SD = 0.35 Beg = 0% Dev= 0% Adv=14% Prof= 86%		**Results** 08/26/2017 to 12/31/2017: N=6 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%			**Results** 08/26/2017 to 12/31/2017: N=1 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%	
Expectations *(2 - 3.5)* **Set 6** 01/01/2018 to 05/12/2018:				**Results Set 6** 01/01/2018 to 05/12/2018: N=8 Mean 3.25 Median = 3 SD = 0.43 Beg = 0% Dev= 0% Adv=75% Prof= 25%		**Results** 01/01/2018 to 05/12/2012: N=6 Mean 2.67 Median = 3 SD = 0.47 Beg = 0% Dev= 33% Adv=67% Prof= 0%			**Results** 01/01/2018 to 05/12/2018: N=10 Mean 2.8 Median = 3 SD = 0.6 Beg = 0% Dev= 30% Adv=60% Prof= 10%	
Expectations *(3 - 3.5)* 05/06/2018 to 08/25/2018:						05/06/2018 to 08/25/2018: N=15 Mean 3.5			**Results** 05/06/2018 to 08/25/2018:	

				Median = 4 SD = 0.72 Beg = 0% Dev= 13% Adv=20% Prof= 67%			N=2 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 emotional well-being, positive social interactions, and self-determination. 2nd set (EDUC576)				Behavior Intervention Plan		Ziggurat Model				
Expectations: Results Set 1 (2 - 3) <mark>8/29/2016 to 12/31/2016:</mark>				**Results Set 1** <mark>8/29/2016 to 12/31/2016:</mark> N=9 Mean 3.67 Median 3.67 Beg = 0% Dev= 11% Adv=11% Prof= 78%						
Expectations: (2 -3) Results Set 2 <mark>05/01/2017 to 08/25/2017:</mark>				**Results** **Results Set 2**						

				05/01/2017 to 08/25/2017: N=6 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%						
Results Set 3 **Expectations:** *(2 - 3)* 08/26/2017 to 12/31/2017:				**Results** **Results Set 3** 08/26/2017 to 12/31/2017: N=4 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%						
Results Set 4 **Expectations** *(3 - 3.5)* 05/06/2018 to 08/25/2018:				**Results Set 4** 05/06/2018 to 08/25/2018: N=8 Mean 3.8 Median = 3.5 SD = 0.7 Beg = 0% Dev= 13% Adv=38% Prof= 50%						
Results Set 5 08/26/2018 to 12/31/2018:				**Results Set 5** 08/26/2018 to 12/31/2018: N=10 Mean 3.8 Median = 4 SD = 0.4						

									Reading Student Plan	Math Student Plan
				Beg = 0% Dev= 0% Adv=20% Prof= 80%						
3. Demonstrate knowledge of general and specialized curricula to individualize learning for individuals with disabilities.									Reading Student Plan	Math Student Plan
4. Demonstrate the ability to use multiple methods of assessment and data-sources in making educational decisions.							CBM EDUC 592 CBM/Literacy, Math & Writing Scoring Rubric	Methods Final Project: Video and Evidence of Implementation		
Expectations: (3.5) <mark>01/01/2017 to 04/30/2017: Set 1</mark>							**Results** <mark>Set 1</mark> <mark>01/01/2017 to 04/30/2017:</mark>N =1 Mean 3 Median 3	**Results** <mark>Set 1</mark> <mark>01/01/2017 to 04/30/2017:</mark> N=1 Mean 4		

							Beg = 0% Dev= 0% Adv=100% Prof= 0%	Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%	
Expectations: *(3.5)* 05/01/17- to 08/25/2017: Set 2							**Results Set 2** 05/01/17- to 08/25/2017: N=9 Mean 3.22 Median 3 SD .63 Beg = 0% Dev = 11% Adv = 56% Prof = 33%	**Results Set 2** 05/01/17- to 08/25/2017: N=10 Mean 3.2 Median 3 SD 0.6 Beg = 0% Dev = 10% Adv = 60% Prof = 30%	
Expectations: *(3.5)* 08/26/2017 to 12/31/2017: Set 3							**Results Set 3** 08/26/2017 to 12/31/2017: N=6 Mean 3.33 Median 3.5 SD = 0.75 Beg = 0% Dev= 17% Adv=33% Prof= 50%	**Results Set 3** 08/26/2017 to 12/31/2017: N=1 Mean 3 Median 3 SD 0 Beg 0% Dev= 0% Adv=100% Prof= 0%	
Expectations: *(3.5)* 01/01/2018 to 05/12/2018: Set 4							**Results Set 4** 01/01/2018 to 05/12/2018: N=7 Mean 3.71 Median 4 SD 0.45 Beg 0% Dev= 0% Adv=29% Prof= 71%	**Results Set 4** 01/01/2018 to 05/12/2018: N=10 Mean 2.9 Median 3 SD 0.54 Beg 0% Dev= 20% Adv=70% Prof= 10%	
Expectations *(3.5 - 4.0)* 05/06/2018 to							**Results Set 5** 05/06/2018 to 08/25/2018:	**Results Set 5** 05/06/2018 to	

08/25/2018: Set 5							N=8 Mean 3.5 Median = 3.5 SD = 0.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%	08/25/2018: N=2 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		
Results Set 6 08/26/2018 to 12/31/2018:							**Results Set 5 08/26/2018 to 12/31/2018:** N=5 Mean 3.8 Median = 4 SD = 0.4 Beg = 0% Dev= 0% Adv=20% Prof= 80%			
5a. **Divide this one into 3** Demonstrate ability to select repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities. 1st set (EDUC 593)	Intervention Plan		INCLUDE Strategy		SRSD Intervention Plan	Ziggurat Model		Methods Final Project: Video and Evidence of Implementation		
Expectations: *(3 - 3.2)*	**Results Set 1**									

	 N=19 Mean 3.47 Median 3.47 Beg = 0% Dev= 16% Adv=21% Prof= 63%									
Expectations: ***(3 -3.2)*** 8/29/2016 to 12/31/2016:	**Results Set 2** 8/29/2016 to 12/31/2016: N=10 Mean 3.5 Median 3.5 Beg = 0% Dev= 10% Adv=30% Prof= 60%									
Expectations: ***(3 - 3.2)*** 01/01/2017 to 04/30/2017:	**Results Set 3** 01/01/2017 to 04/30/2017:N= 4 Mean 3.5 Median 4 SD = 0.87 Beg = 0% Dev= 25% Adv=0% Prof= 75%							**Results** 01/01/2017 to 04/30/2017: N=1 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%		
Expectations: ***(3 - 3.2)*** 05/01/2017 to 08/25/2017:	**Results Set 4** 05/01/2017 to 08/25/2017: N=4 Mean 3.25 Median = 3 SD = 0.43 Beg = 0% Dev= 0% Adv=75% Prof= 25%		**Results** 05/01/2017 to 08/25/2017: N=2 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100%					**Results** 05/01/17- to 08/25/2017: N=10 Mean 3.8 Median 4 SD 0.6 Beg = 0% Dev = 10% Adv = 0% Prof = 90%		

Expectations	Results		Results					Results		
			Prof= 0%							
Expectations: (3 - 3.2) 08/26/2017 to 12/31/2017:	Results Set 5 08/26/2017 to 12/31/2017: N=9 Mean 3.33 Median = 3 SD = 0.67 Beg = 0% Dev= 11% Adv=44% Prof= 44%		Results 08/26/2017 to 12/31/2017: N=7 Mean 3.71 Median = 4 SD = 0.45 Beg = 0% Dev= 0% Adv=29% Prof= 71%					Results 08/26/2017 to 12/31/2017: N=1 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		
Expectations: (3 - 3.2) 01/01/2018 to 05/12/2018:			Results 01/01/2018 to 05/12/2018: N=8 Mean 3.2 Median = 3 SD = 0.6 Beg = 0% Dev= 13% Adv=63% Prof= 25%					Results 01/01/2018 to 05/12/2018: N=10 Mean 3.2 Median = 3 SD = 0.4 Beg = 0% Dev= 0% Adv=80% Prof= 20%		
Expectations (3.5 - 4.0) 05/06/2018 to 08/25/2018:								Results 05/06/2018 to 08/25/2018: N=2 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		
Expectations (3.5 - 4.0) 08/26/2018 to 12/31/2018:	Results Set 6 08/26/2018 to 12/31/2018: N=10 Mean 3.8 Median = 4 SD = 0.4 Beg = 0% Dev= 0% Adv=20% Prof= 80%		Results Set 4 08/26/2018 to 12/31/2018: N=9 Mean 3.89 Median = 4 SD = 0.31 Beg = 0% Dev= 0% Adv=11% Prof= 89%							

Expectations (3.5 - 4.0) 05/06/2018 to 08/25/2018:									
5b.Demonstrate ability to <u>adapt</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.				SRSD Intervention Plan			Methods Final Project: Video and Evidence of Implementation	Reading Student Plan	Math Student Plan
Expectations: (3.5) 01/01/2017 to 04/30/2017:							**Results** 01/01/2017 to 04/30/2017: N=1 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		
Expectations: (3.5) 05/01/17- to 08/25/2017:							**Results** 05/01/17- to 08/25/2017: N=10 Mean 3.6 Median 4 SD 0.66 Beg = 0% Dev = 10% Adv = 20% Prof = 70%		
Expectations: (3.5) 08/26/2017 to 12/31/2017:							**Results** 08/26/2017 to 12/31/2017: N=1		

								Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%		
Expectations: ***(3 - 3.5)*** 01/01/2018 to 05/12/2018:								**Results** 01/01/2018 to 05/12/2012: N=10 Mean = 2.8 Median = 3 SD = 0.6 Beg = 0% Dev= 30% Adv=60% Prof= 10%		
Expectations ***(3.5 - 4.0)*** 05/06/2018 to 08/25/2018:								**Results** 05/06/2018 to 08/25/2018: N=2 Mean 3.5 Median = 3.5 SD = 0.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%		
5c. Demonstrate ability to <u>use</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities.					SRSD Intervention Plan			Methods Final Project: Video and Evidence of Implementation	Reading Student Plan	Math Student Plan

Expectations: *(3 - 3.5)* 01/01/2017 to 04/30/2017:								**Results** 01/01/2017 to 04/30/2017: N=1 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		
Expectations: *(3 - 3.5)* 05/01/17- to 08/25/2017:								**Results** 05/01/17- to 08/25/2017: N=10 Mean 3.3 Median 3.5 SD 0.9 Beg = 10% Dev = 0% Adv = 40% Prof = 50%		
Expectations: *(3 - 3.5)* 08/26/2017 to 12/31/2017:								**Results** 08/26/2017 to 12/31/2017: N=1 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%		
Expectations: *(3 - 3.5)* 01/01/2018 to 05/12/2018:								**Results** 01/01/2018 to 05/12/2018: N=10 Mean = 3 Median = 3 SD = 0.45 Beg = 0% Dev= 10% Adv=80% Prof= 10%		
Expectations *(3.5 - 4.0)* 05/06/2018 to								**Results** 05/06/2018 to 08/25/2018:		

							N=2 Mean 2.5 Median = 2.5 SD = 1.5 Beg = 50% Dev= 0% Adv=0% Prof= 50%			
6. Demonstrate foundational 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 1st set (EDUC 558)		IEP		SRSD Intervention Plan		CBM EDUC 592				
Expectations: *(2 - 3)* <mark>1/1/2016 to 10/25/2016:</mark>		**Results** <mark>1/1/2016 to 10/25/2016:</mark> N=10 Mean 3.4 Median Beg = 0% Dev= 0% Adv=60% Prof= 40%								
Expectations: *(2 - 3)* <mark>01/01/2017 to 04/30/2017:</mark>		**Results** <mark>01/01/2017 to</mark>				**Results** <mark>Set 1 01/01/2017 to 04/30/2017:N</mark>				

		04/30/2017: N=4 Mean 3.25 Median 3 SD = 0.43 Beg = 0% Dev= 0% Adv=75% Prof= 25%					=1 Mean 3 Median 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%			
Expectations: **(2 -3)** 05/01/17- to 08/25/2017:					Results 05/01/17- to 08/25/2017: N=2 Mean 3.5 Median 3.5 SD 0.5 Beg = 0% Dev = 0% Adv = 50% Prof = 50%		Results Set 2 05/01/17- to 08/25/2017: N=9 Mean 3.33 Median 3 SD .47 Beg = 0% Dev = 0% Adv = 67% Prof = 33%			
Expectations: **(2 - 3)** 08/26/2017 to 12/31/2017:		Results 08/26/2017 to 12/31/2017: N=3 Mean 3 Median = 3 SD = 0 Beg = 0% Dev = 0% Adv=100% Prof= 0%			Results 08/26/2017 to 12/31/2017: N=6 Mean 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof=100%		Results Set 3 08/26/2017 to 12/31/2017: N=6 Mean 3.17 Median = 3 SD = 0.69 Beg = 0% Dev= 17% Adv=50% Prof= 33%			
Expectations: **(2 - 3)** 01/01/2018 to 05/12/2018:		Results 01/01/2018 to 05/12/2018: N=6 Mean 2.83 Median 3 SD 0.37 Beg 0% Dev= 17% Adv=83% Prof= 0%			Results 01/01/2018 to 05/12/2012: N=6 Mean 2.5 Median = 2.5 SD = 0.5 Beg = 0% Dev= 50% Adv=50% Prof= 0%		Results Set 4 01/01/2018 to 05/12/2018: N=7 Mean 3.14 Median 3 SD 0.35 Beg 0% Dev= 0% Adv=86% Prof= 14%			

Expectations (3.5) 05/06/2018 to 08/25/2018:		05/06/2018 to 08/25/2018: N=5 Mean 3.8 Median = 4 SD = 0.4 Beg = 0% Dev= 0% Adv=20% Prof= 80%			05/06/2018 to 08/25/2018: N=15 Mean 3.47 Median = 4 SD = 0.62 Beg = 0% Dev= 7% Adv=40% Prof= 53%		**Results Set 5** 05/06/2018 to 08/25/2018: N=8 Mean 3.63 Median = 4 SD = 0.48 Beg = 0% Dev= 0% Adv=38% Prof= 63%		
08/26/2018 to 12/31/2018:		**Results Set 6** 08/26/2018 to 12/31/2018: N=1 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%					**Results Set 6** 08/26/2018 to 12/31/2018: N=5 Mean 3 Median = 3 SD = 0 Beg = 0% Dev= 0% Adv=100% Prof= 0%		
7. Demonstrate ability to collaborate with families, other educators, related service providers, individuals with disabilities, and personnel from		IEP		Behavior Intervention Plan					

community agencies in culturally responsive ways to address the needs of individuals with disabilities across a range of learning experiences. 1st set (EDUC 558)									
Expectations: ***(1.5 - .2)*** ==1/1/2016 to 10/25/2016:== 2nd set (EDUC 576)		**Results** ==1/1/2016 to 10/25/2016:== N=10 Mean 3.5 Median 3.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%							
Expectations: **Set 1** ***(2 - 3)*** ==8/29/2016 to 12/31/2016:==				**Results** **Set 1** ==8/29/2016 to 12/31/2016:== N=9 Mean 3.44 Median 3.44 Beg = 0% Dev= 11% Adv=33% Prof= 56%					
Expectations: ***(3 - 3.5)*** ==01/01/2017 to 04/30/2017:==		**Results** ==01/01/2017==							

Expectations	Results	Results Set		Results Set 2/3						
		to 04/30/2017: N=4 Mean 3.5 Median 3.5 SD = 0.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%								
Expectations: (3 -3.5) 05/01/2017 to 08/25/2017:				**Results Set 2** 05/01/2017 to 08/25/2017: N=6 Mean 3.67 Median = 4 SD = 0.47 Beg = 0% Dev= 0% Adv=33% Prof= 67%						
Expectations: (3 -3.5) 08/26/2017 to 12/31/2017:		**Results Set 3** 08/26/2017 to 12/31/2017: N=3 Mean 4 Median = 4 SD = 0 Beg = 0% Dev= 0% Adv=0% Prof= 100%		**Results Set 3** 08/26/2017 to 12/31/2017: N=4 Mean = 3.5 Median= 3.5 SD = 0.5 Beg = 0% Dev= 0% Adv=50% Prof= 50%						
Expectations: (3 -3.5) 01/01/2018 to 05/12/2018:	**Results** 01/01/2018 to 05/12/2018: N=5 Mean 3.6 Median = 4 SD = 0.49 Beg = 0% Dev= 0% Adv=40% Prof= 60%	**Results Set 4** 01/01/2018 to 05/12/2018: N=6 Mean 2.83 Median = 3 SD = 0.37 Beg = 0% Dev= 17% Adv=83% Prof= 0%								

Expectations *(3.5)* 05/06/2018 to 08/25/2018:		Set 5 05/06/2018 to 08/25/2018: N=5 Mean 3.8 Median = 4 SD = 0.4 Beg = 0% Dev= 0% Adv=20% Prof= 80%		Set 4 05/06/2018 to 08/25/2018: N=8 Mean 3.38 Median = 3 SD = 0.48 Beg = 0% Dev= 0% Adv=63% Prof= 38%						
08/26/2018 to 12/31/2018:		Set 6 08/26/2018 to 12/31/2018: N=10 Mean 3.3 Median = 3 SD = 0.46 Beg = 0% Dev= 0% Adv=70% Prof= 30%		Set 5 08/26/2018 to 12/31/2018: N=10 Mean 3.3 Median = 3 SD = 0.46 Beg = 0% Dev= 0% Adv=70% Prof= 30%						

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

https://drive.google.com/drive/folders/0B4QDq6pdYw7WajZfQUdjVUw2bE0

EDUC 660 is currently undergoing a significant course refresh. EDUC 660 is a very *busy* course. There are multiple discussion boards each week and many assignments that require students to answer low level questions focusing on recall. The course rewrite is taking longer than expected due to the extensive nature of the revisions. The rewrite will eliminate many of the read/view/answer assignments and replace them with discussions and assignments that ask students to analyze and synthesize their learning while also making connections to their real world experiences.

Plan of Action and Timeframe:

I have set a two week completion date for the EDUC 660 revision. I believe this is possible if I can set aside several hours each day to work on this.

EDUC 593 underwent a significant course refresh. Anecdotally, this appears to have had a positive impact on assessment results. However, only one set of data has been collected since the revision.

Plan of Action:

Continue to monitor EDUC 593. As more data is collected and analyzed, the efficacy of the course updates will be evaluated. The updates to EDUC included incorporating engaging and novel approaches to the discussion board as well as a focus on students applying analysis and synthesis of content material to generate new learning, as well as continuing to incorporate their own experiences from their real world occupations

I would also like to do a comparison of student evaluations before and after the course refresh was implemented.

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* Only has one artifact from EDUC 576.

Outcome 5b *Demonstrate ability to <u>adapt</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities* only has one artifact from EDUC 660.

Outcome 5c *Demonstrate ability to <u>use</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities* only has one artifact from EDUC 660.

Plan of Action:

- Review the outcomes that only have one artifact and consider if there are other course artifacts that may be appropriate to add to the Assessment Matrix.
- Having multiple artifacts will allow for a cross course comparison of outcomes. This may offer a more complete analysis of the measures.
- This Plan of Action should be implemented after EDUC 660 has been refreshed.

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

https://drive.google.com/drive/folders/0B4QDq6pdYw7WajZfQUdjVUw2bE0

Plan of Action:

- The previous analysis of the SPED Matrix is dated September 19, 2018. In that analysis Standard 6, (Demonstrate foundational 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) was compared using one artifact from each of the following three courses, EDUC 559, EDUC 558, and EDUC 592. EDUC 558 had a 17% increase in students scoring at either Advancing or Proficient on Standard 6. EDUC 558 was the second course in the previous cohort model. Going forward, EDUC 558 will be taken in Carousel 'A'. The progress made in the outcomes for this course may be attributed to a variety of factors. Attention has been focused on EDUC 558 by both the instructor and the Program Director as this course is in the process of being refreshed. After the course refresh changes have been implemented a further analysis of the outcome statistics will be warranted to evaluate the effects of the course refresh on student outcomes.

- In the key assessment for EDUC 593 (Basic Foundations of Special Education and Inclusive Practices) outcome 5A (Demonstrate ability to <u>select</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities) was compared using one artifact from each of the following three courses, EDUC 593, EDUC 539 and EDUC 660. The EDUC 593 outcomes indicate that students have a range of mastery of the outcomes from 11% Developing, 44% Advancing and 44% Proficient. In EDUC 539 (Instructional Methods for Students with Diverse Needs) the same outcomes analyzed for the same cohort time-frame indicate that students have a range of mastery of the outcomes from 0% Developing, 29% Advancing and 71% Proficient. Finally, in EDUC 660 (Outcome based-Instructional Methods) the same outcomes analyzed for the same cohort time-frame indicate that students have a range of mastery of the outcomes from 0% Developing, 0% Advancing and 100% Proficient. Both EDUC 593 and EDUC 539 will be taken in Carousel 'A'. EDUC 660 will be taken in Carousel 'B'. EDUC 593 has just undergone a significant 'Refresh'. During the refresh attention was focused on offering rigorous and relevant learning opportunities that clearly illustrate real life scenarios. In addition, in the refreshed course the discussions give students an opportunity to select their focus relevant to their own interests. The refresh will not be available in Spring 'A'. However, further analysis of the outcome results will be needed after the refresh is implemented to analyze the effects of the refresh.

Spring 2015 to Fall 2017 (C&W charts by outcomes)   See Google Drive files at this link:

> https://drive.google.com/drive/folders/0B4QDq6pdYw7WajZfQUdjVUw2bE0

Plan of Action:

The Special Education Program has five 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, several of the cohorts have *N=1.* This small *N* may skew the data. Finally, there have been several 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 their key assessment for EDUC 559 (Instructional Methods for Students with Learning Disabilities and Other Struggling Learners in Inclusive Settings), a course shared by Early Childhood Education Program and the Special Education Program, an SRSD Intervention Plan focusing on

strategies to meet the needs of students at-risk or identified with learning disabilities within the general education classroom, students are exceeding the expected mean for Standard 6 (Demonstrate foundational 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), but are rather lower than the mean for Standard 6 in the key assessment for EDUC 558 (Current Issues and Legal Aspects of Special Education and Inclusion) and in the key assessment for EDUC 592 (Assessment and Evaluation of Diverse Learners). Is this a result of the design of the assignments, or does it reveal that students have an easier time aligning instructional methods with ethical principles and practice standards than with current issues and legal aspects of Special Education and assessment and evaluation of diverse learners? The action plan is *to compare evidence from the fourth data set and determine if the assignments needs to be altered, or if there needs to be more explicit examples given to students each week of instructional design decisions informed by a foundational knowledge of the field to inform their professional practice, to engage in lifelong learning and to advance the profession.*

● In their key assessment for EDUC 660 (Outcome-based Instructional Methods in Inclusive Settings), the three data sets (a video and evidence of implementation) reveal that students are significantly below the expected mean for Standard 4 (Demonstrate the ability to use multiple methods of assessment and data-sources in making educational decisions) but exceed the expected mean for Standards 5a (Demonstrate ability to <u>select</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities), somewhat exceed the expected mean for standard 5b (Demonstrate ability to <u>adapt</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities) and exceed the expected mean for 5c (Demonstrate ability to <u>use</u> repertoire of evidence-based instructional strategies to advance learning of individuals with disabilities). This may be due to the nature of the assignment, but it may also be that the course does not emphasize enough the use of multiple methods of assessment and data sources to inform educational decisions in a meaningfully explicit way that students readily grasp. The action plan is *to look more carefully at the required materials in EDUC 660 while also considering evidence from the fourth data set. If the fourth data 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 data-focused assessment driven curriculum for SpEd student cohorts who take the course.*

Budget Implications: At the moment, none. As the Special Education Program is 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 course revisions and refreshes.

(Report Date September 19, 2018)

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

https://drive.google.com/drive/folders/0B4QDq6pdYw7WajZfQUdjVUw2bE0

Framework for CGS Assessment Framework

Summer, 2014 jpreuss

Revised, Spring 2015 tlienemann