

Assessment Cycle

Academic Year 2016-2017

Program: Elem Ed and Sped MAT (531)

College: Education and Human Development

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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Program Mission Statement: Our program follows the Mission of the CEC. The Mission for the National Council for Exceptional Children (CEC) is as follows: CEC supports special education professionals and others working on behalf of individuals with exceptionalities, by advocating for appropriate governmental policies, by setting professional standards, by providing continuing professional development, by advocating for newly and historically underserved individuals with exceptionalities, and by helping professionals achieve the conditions and resources necessary for effective professional practice.

Methodology: The assessment process for the program is as follows:

(1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.

(2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Candidates will demonstrate knowledge core content they will teach.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through the Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543), as well as one of the following PRAXIS II Pedagogy tests: https://www.teachlouisiana.net/pdf/CURRENT_PRAXIS_CHART.pdf.

The assessment is evaluated using the Praxis Exam, and the benchmark performance is the state minimum scores.

Finding: Students must achieve 100% mastery in this area in order to move forward in program.

Analysis: Mastery in this area meets required state standard.

Action - Decision or Recommendation: Decision or Recommendation: Continue this assessment in order to meet program and state requirements.

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Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Candidates will demonstrate knowledge core content they will teach.

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through the Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543), as well as one of the following PRAXIS II Pedagogy tests https://www.teachlouisiana.net/pdf/CURRENT_PRAXIS_CHART.pdf.

The assessment is evaluated using the Praxis Exam, and the benchmark performance is the state minimum scores.

Finding: Students must achieve 100% mastery in this area in order to move forward in program.

Analysis: Mastery in this area meets required state standard.

Action - Decision or Recommendation: Continue this assessment in order to meet program and state requirements.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Candidates will demonstrate the dispositions of professional educators in their teaching and interactions with their students, supervisors, colleagues, and parents.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through disposition forms completed by the University Supervisor and District Administrators. The assessment is evaluated using the COE Disposition Form, student teaching internship courses, and EDSP 5020. There is currently no benchmark assigned.

Finding: All students were found to model professional behaviors and characteristics using the dispositions scale.

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Analysis: Forms are used to identify areas in which candidates need additional instruction or supports.

Action - Decision or Recommendation: Disposition forms for the program have been updated. Continued use of this form as appropriate for program/course development.

Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Candidates will employ research based strategies to engage learners and accomplish student learning objectives.

Measure: 4.1. (Direct – Knowledge, Skills)

The course EDSP 5040 Integrated-Merged Instructional Practices: Practitioner General-Special Education Teacher is designed to teach the fundamentals of collaboration, teaming, communication, problem solving, co-planning and co-teaching practices and is used to assess SLO 4. EDSP 5040 requires 30 hours of field-based experiences. In this program assessment, Candidates are responsible for identifying a topic for a Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant; researching the topic following the grant guidelines; collaborating with peers; discussing and obtaining permission from their school principal; and writing and reflecting on their grant idea. Furthermore, the Candidates collaborate with their instructor, classmates, peers, families, and administrators when writing the LA-CEC Mini-Grant. The LA-CEC Grant Committee fund twelve (12) grants per year. Candidates at NSU have received, at least, 11 of the 12 grants awarded each year due to this assessment.

Finding: All Candidates achieved Mastery on writing a grant.

Analysis: Candidates learned grant-writing skills that can be generalized to other funding initiatives.

Action - Decision or Recommendation: Faculty are satisfied with the results of this key assessment.

Student Learning Outcome (SLO) 5:

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Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Candidates will collect, analyze, and use assessment data to gauge student progress and plan targeted instruction.

Measure: 5.1. (Direct – Knowledge, Skills)

The course EDSP 5030 Classroom and Behavior Management of all Students is designed to teach Candidates applied behavior analysis, principles and applications of behavioral assessment and modification techniques, and how to create positive behavioral supports in their classrooms and is used to assess SLO 5. Candidates are required to complete 30 hours of field based experiences in completing a Functional Behavioral Assessment (FBA) on one student with a challenging behavior. The key assessment in this course is The Functional Behavioral Assessment is a collaborative, ethical, legal, and time-intensive document. Because the Special Education faculty consider it to be a document for 100% mastery, Candidates are required to achieve mastery on the FBA. Additionally, this assignment provides Candidates with the knowledge and skills that all special educators should have when dealing with challenging behaviors. The Functional Behavioral Assessment is completed when the Candidates are teaching in their own classrooms. Discipline and behavior issues are of crucial importance to candidates, families, administrators, and students. Therefore, this assessment was designed to create a proactive, comprehensive approach to addressing children who have challenging behaviors in elementary, middle school, or high school classrooms. The goal of achieving 100% Target or Mastery was an ethical and professional decision made by the NSU faculty to ensure Candidates understood the FBA process, and they could apply their FBA knowledge and skills by implementing in their own classrooms.

Finding: All Candidates achieved Mastery on successfully completing a Functional Behavioral Assessment.

Analysis: Candidates learned applied behavior analysis principles and how to apply those principles.

Action - Decision or Recommendation: Faculty are satisfied with the results of this key assessment.

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Comprehensive Summary of key findings and or decisions:

Council for Exceptional Children (CEC) requires mastery in most areas, so supports have been put into place that allow students to submit, review, and resubmit until mastery level is achieved. As a result, the key assessments chosen for each program will remain the same. New disposition forms have allowed program coordinators to identify areas of teaching that may need additional supports or instruction. Both University Supervisors and faculty are able to work together in supporting interns in the MAT programs.