

AC 2019 - 2020 Assessment

Programs

- MAT Integrated-Merged General and Mild/Moderate Special Education, Elementary, Grades 1-5 (531 A)
- MAT Integrated-Merged General and Mild/Moderate Special Education, Middle, Grades 4-8 (541 A)
- MAT Integrated-Merged General and Mild/Moderate Special Education, Secondary, Grades 6-12 (561 A)

Division: Gallaspy College of Education and Human Development

Department: School of Education

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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. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve. Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education 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:

The mission of the Northwestern State Alternate Certification program is to prepare individuals who have demonstrated knowledge of specialized content to enter the teaching profession and improve educational and life outcomes for children from culturally and socioeconomically diverse backgrounds.

The Special Education Programs at NSU follow the Council for Exceptional Children (CEC) Mission.

CEC's Mission Statement

The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities. Faculty accomplish our mission through advocacy, standards, and professional development.

CEC Core Values

Visionary Thinking:

Demonstrated by forward-thinking and courageous decision making dedicated to excellence and influence in an evolving environment

Integrity:

Demonstrated by ethical, responsive behavior, transparency, and accountability

Inclusiveness:

Demonstrated by a commitment to diversity, caring, and respect for the dignity and worth of all individuals

Ratified December 8, 2014, by the Council for Exceptional Children Board of Directors.

Methodology:

For the Mild/Moderate Elementary Grades 1-5 (MAT 531A), Middle School (Grades 4-8 MAT 541A) Secondary (Grades 6-12) (MAT 561A), the assessment process follows the guidelines of the CEC Initial Preparation Standards.

- Step 1: The seven CEC Initial Preparation Standards are embedded in each of the Mild/Moderate courses required for M/M special education certification.
- Step 2: When a student enrolls in a M/M course, the key assessment is identified for the student, so at the end of the class, he/she will have the knowledge and skills that all special educators should have for each key assessment.
- Step 3: At the end of the class, the key assessment is completed and evaluated by the course instructor.
- Step 4: Once the key assessment has been evaluated and feedback given to the student, then it is uploaded into the electronic portfolio, TASKSTREAM.

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- Step 5: Data from each key assessment is compiled, analyzed, and organized into a database of information.
- Step 6: Use the data analysis for program improvement.

Student Learning Outcomes:

SLO 1

- SLO 1 is assessed via PRAXIS exam: Special Education: Core Knowledge and Mild to Moderate Applications (0543 or 5543) exam which is required for Louisiana Mild/Moderate Special Education certification. IEP development is assessed in **EDSP 5000 Educational Psychology & SPED Applied to Teaching** and **EDSP 5010 Instructional Planning & Design for All Students**. Research-based instructional strategies and techniques are assessed in **EDSP 5020 Research in Curriculum and Instruction**.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1, Praxis 5543)	PRAXIS exam: Special Education: Core Knowledge and Mild to Moderate Applications (5543) exam required for Louisiana Mild/Moderate Special Education certification.

Measure 1.1. (Direct—Knowledge)

Evidence is passage of the Special Education Core Knowledge and Mild to Moderate Applications PRAXIS exam (0543 or 5543). The State of Louisiana requires that all teachers seeking Mild/Moderate Special Education certification successfully complete this PRAXIS exam which demonstrates their knowledge and skills in pedagogy, instruction. This assessment is nationally validated and reliable. Candidates should achieve the minimum score of 153. The Special Education: Core Knowledge and Mild to Moderate Applications (5543) PRAXIS test is designed for examinees who plan to teach students with mild to moderate disabilities at any grade level from preschool through grade 12. Five major content areas assessed are: CEC Specialty Set: Initial Special Education Individualized General Curriculum Standard 1: Learner Development and Individual Learning Differences; Standard 2: Learning Environment; Standard 3: Curricular Content Knowledge; Standard 4: Assessment; Standard 5: Instructional Planning and Strategies; Standard 6: Professional Learning and Practice; Standard 7: Collaboration.

Finding: Target was met.

Analysis:

In AC 2018-2019, the target was met. Although there was 100% candidate pass rate in AC 2018-2019, faculty identified those areas that needed to be enhanced in the course content. However, the data from AC 2018-2019 showed the need for more information

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on IEP development. Candidate performance indicated that the national CEC Standards of the Knowledge and Skills that all Special Educators should possess have been met in the course content for the MAT Integrated-Merged General and Mild/Moderate Special Education program. Special Education faculty decided to examine the lowest passing scores for each content area of the SPED PRAXIS exams for all candidates who completed the 2018-2019 SPED PRAXIS exam. The consensus was that IEP Development and Planning and the Learning Environment were two areas that needed content enhancement. The “why” behind the results was to improve each candidate’s knowledge and skills in the areas of IEP Development and the Learning Environment. Evidence of improvement indicated that content test scores improved overall for all candidates in AC 2018-19.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty focused on presenting information and assignments focused on research-based instructional strategies and techniques. Faculty increased the number of IEP development activities in **EDSP 5000** and **EDSP 5010**. Faculty identified the lowest content score for each SPED PRAXIS exam and enhanced this specific content in SPED course content. Two areas (candidate learning, and instruction) specific content items from the SPED PRAXIS exam that yielded the lowest passing scores were embedded in course content for AC 2019-2020. Program faculty identified SPED PRAXIS Content Category II Planning and the Learning Environment as one content area that yielded a passing score by all candidates and therefore did not need to be addressed in 2019-2020. These changes had a direct impact on the student’s ability to demonstrate discipline-specific content knowledge.

As a result of these changes, in AC 2019-2020 the target was met.

Candidates in AC 2019-2020 also had a 100% pass rate and improved in IEP development. However, candidate performance in AC 2019-2020 indicated the need for more information and instruction in assessment. The faculty evaluated the results of the SPED PRAXIS exam and noted that candidates needed additional content knowledge on assessing students with exceptionalities. Candidate performance indicated that the national CEC Standards of the Knowledge and Skills that all Special Educators should possess have been met in the course content for the MAT Integrated-Merged General and Mild/Moderate Special Education program. Special Education faculty decided to examine the lowest passing scores for each content area of the SPED PRAXIS exams for all candidates who completed the 2019-2020 SPED PRAXIS exam.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met. In AC 2019-2020, the target was that 100% of MAT students seeking Special Education certification would demonstrate discipline-specific content knowledge by successfully passing (minimum score 153) the Special Education: Core Knowledge and Mild to Moderate Applications (5543) Praxis Exam.

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Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will so add additional assessment development instructional activities and resources to the appropriate course(s) EDSP 5000 and EDSP 5010. Candidates in AC 2019-2020 achieved a 100% passing rate, but individual test scores tended to be lower in the area of assessment. Faculty will introduce assignments and instruction aimed at increasing knowledge in assessing students with exceptionalities in EDSP 5000 and EDSP 5010. These changes will improve the students' ability to properly assess all students to determine if learning is taking place thereby continuing to push the cycle of improvement forward.

These changes will improve the student's ability to demonstrate discipline-specific content knowledge, thereby continuing to push the cycle of improvement forward.

SLO 2. Teacher Observation

- SLO 2 is assessed via a Teacher Candidate Observation Form in **EDSP 5111 General-Special Education Internship in Teaching I** and **EDSP 5121 General-Special Education Internship in Teaching II**. The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the Framework. The assessment provides evidence for meeting the state identified standards because it is aligned with CEC standards, and content validity was established for the instrument. Steps were taken to assure quality of the assessment/evidence. Both University Supervisors and School District personnel who serve as University Supervisors are trained in effective use of the observation instrument.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Special Education content, curriculum, and assessment practices in a Special Education classroom setting.

Measure 2.1. (Direct—Knowledge, Skills, and Disposition)

SLO 2 is assessed via a Teacher Candidate Observation Form in **EDSP 5111 General-Special Education Internship in Teaching I** and **EDSP 5121 General-Special Education Internship in Teaching II**. Both University Supervisors and School District personnel who serve as University Supervisors are trained in effective use of the observation instrument. The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the Framework. The assessment provides evidence for meeting

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the state identified standards as it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure quality of the assessment/evidence. A panel of 11 P-12 clinicians viewed two 20-minute teaching vignettes and conducted independent evaluations of the teaching performance using this tool. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class correlation Coefficient (ICC) for reliability. The goal is for at least 80% of candidates to score "Meets Expectations". To determine criteria for success:

- CVR mean = .59 with CVR (Critical, 11) = .59 and no single item meeting critical value of .59
- ICC = .59. ICC of .4- .59 reflects "fair" inter-rater agreement, and .6 is considered "good".

Finding: Target was met.

Analysis:

In AC 2018-2019, the target was met. All candidates met target in 2018-2019; however, faculty examined the evidence and identified low scores in the area of professionalism for AC 2018-2019. Since the assessment is tied to national standards, candidates' artifacts demonstrated student learning via mastery of those standards. Observation forms completed by University Supervisors and District Administrators were collected and results analyzed. In AC 2018-2019, 100% of candidates met target and scored "Meets Expectations" or "Target" on the rubric (scoring at least 70%). Although 100% of candidates met target, program faculty examined the data and identified a trend of low performance in designing student assessment.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. Faculty provided targeted support and remediation in the field for those failing to meet the target during the internship process. University Supervisors then provided targeted support and remediation for interns. In response to recommendations by the TEAC, in AC 2019-2020 faculty updated the Observation Form. The program specific section of the form was aligned with CEC standards. This effort to engage in program improvement strengthened candidates' professionalism as well as knowledge and skills relating to Special Education curriculum, development, and assessment.

These changes had a direct impact on the student's ability to apply discipline-specific content knowledge in professional practice.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020 the target was that 100% of MAT students seeking Special Education certification would demonstrate knowledge of Special Education content, curriculum, and assessment practices in a Special Education classroom setting. 100% of candidates met target in AC 2019-2020; however, faculty examined the evidence and

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identified low scores in the area of professionalism. Candidates in AC 2019-2020 achieved a 100% passing rate, but individual test scores tended to be lower in the area of instruction, specifically communicating with and engaging students. Since the assessment is tied to national standards, candidates' artifacts demonstrated student learning via mastery of those standards.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will introduce assignments and instruction aimed at increasing knowledge about culture and poverty and its intersectionality with children with exceptionalities in EDSP 5030 and EDUC 5021.

These changes will improve the students' ability to properly engage all students in the classroom setting thereby continuing to push the cycle of improvement forward.

SLO 3. Disposition Form

- SLO 3 is assessed through a dispositions form in **EDSP 5111** and **EDSP 5121 Internship in Teaching** (2 Semesters).

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 3.1. (Direct—Dispositions)

- SLO 3 is assessed through a dispositions form in **EDSP 5111** and **EDSP 5121 Internship in Teaching** (2 Semesters). The assessment is evaluated using a rubric, and target performance requires that 80% of candidates score at least "Sufficient." Mentors evaluate candidates' dispositions at midterm and discuss the evaluation with candidates so that they are aware of strengths and weaknesses. Mentors again use the assessment at the end of the semester (end of semester data is reported below). Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in "below sufficient,"

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“sufficient,” or “above sufficient” ratings. The goal is that least 80% of candidates score “Sufficient”.

Findings: Target was met.

Analysis:

In AC 2018-2019, the target was met. In AC 2017-2018 and AC 2018-2019, 100% of candidates met target and scored “Sufficient.” Although 100% of candidates met target, program faculty examined the evidence to determine student learning in each area, and emphasis on Diversity and Culturally Responsive Practices was strengthened in coursework to provide learner support. These proficiencies require that candidates: (1) identify and develop culturally responsive strategies for improving learning and candidate effectiveness across the learning community; (2) apply creative instructional and management strategies to meet the needs of a diverse population; (3) assess student learning to adapt and facilitate learning for all students; (4) communicate and collaborate effectively with learning communities in ways that demonstrate sensitivity to cultural differences; (5) establish and maintain positive inclusive educational environments that adapt instruction or services for all students including linguistically or culturally diverse students and students with exceptionalities; and (6) model professional and ethical behaviors consistent with the ideas of fairness and equity and the belief that all students can learn. As a program-wide initiative, these proficiencies are introduced/supported across the curriculum but are primarily discussed in **EDSP 5000 Educational Psychology & SPED Applied to Teaching** and **EDSP 5030 Classroom & Behavior Management of All Students**.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty introduced additional resources related to Diversity to support student learning. This effort to engage in program improvement strengthened candidates’ knowledge, skills, and dispositions related to growing as culturally responsive professionals.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-20 the target was that 100% of MAT students seeking Special Education certification would model behaviors and characteristics that are professional and ethical. 100% of candidates met target in AC 2019-2020. Because the assessment and rubric are tied to national standards, candidates’ artifacts demonstrated student learning via mastery of those standards.

These changes had a direct impact on the student’s ability to model professional behaviors and characteristics.

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Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will introduce additional resources related to diversity through assignments across all program courses.

These changes will improve the students' ability to properly grow as culturally responsive professionals thereby continuing to push the cycle of improvement forward.

SLO 4. CEC Mini Grant Project

- SLO 4 is assessed through a grant writing project and reflection in EDSP 5040 *Integrated-Merged Instructional Practices*.

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, CEC Mini Grant Project)	Candidates will identify a specific classroom/student need; investigate research-based strategies designed to engage learners and accomplish student learning objectives; and write a mini-grant for funding to address the need.

Measure 4.1. (Direct—Knowledge and Skills)

SLO 4 is assessed through a Louisiana Council for Exceptional Students (LA-CEC) Grant Writing project in **EDSP 5040 Integrated-Merged Instructional Practices**. The assessment is evaluated using a rubric, and the target performance is that 100% of candidates will score "Proficient." Candidates conduct research into effective educational strategies, determine how to integrate the strategies into an inclusive classroom, and write a mini-grant proposal for submission to the LA-CEC for funding consideration.

The assessment was developed through the Louisiana Council for Exceptional Children Executive Board as criteria for funding teacher proposals for \$425 plus membership in the national Council for Exceptional Children professional organization for the 2018-2019 school year. The assessment is evaluated using a rubric, and target performance requires that 100% of candidates score "Proficient." Candidates conduct research into one of four areas of funding: (1) Educating Children with Exceptionalities; (2) Improving Relationships between Families and their Children with Exceptionalities, (3) Developing Independent Living Skills or Employment of Students with Exceptionalities, or (4) Using

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Technology to Enhance the Education of Children and/or Youth with Exceptionalities. Candidates write one section of the grant at a time with feedback given after each section is completed. Candidates complete the following, one section at a time: project description: title of project, duration of the project, statement of need, description of the population to be served, project objectives and activities, project timeline, evaluation procedures, project benefits, project budget, letter of endorsement from an administrator, contact information, resume. Completed mini-grant proposals are submitted to the Louisiana Council for Exceptional Children (LA-CEC) in October for funding consideration. The assessment was developed through the Louisiana Council for Exceptional Children Executive Board as criteria for funding teacher proposals for \$425 and a national CEC membership for the 2019-2020 school year.

Finding: Target was met.

Analysis:

In AC 2017-2018, the target was met. In AC 2017-2018, 100% of candidates met target and scored "Target" on the rubric (n = 25) in addition eight candidates received funding for their proposals. At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that feedback and remediation provided during the grant writing process satisfied CEC standards requiring mastery and allowed all candidates to be successful.

In AC 2018-2019, the target was met. In AC 2018-2019, 100% of candidates met target and scored "Proficient" according to the rubric. CEC standards require mastery in this area and projects that fail to meet these standards are returned with feedback for candidates to correct.

Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement.

Faculty will support candidate learning and proficiency in the preparation of instructional assignments or activities as supported by Student Learning Impact Data. Faculty supported students in creating a poster to present their grant at the LA-CEC Conference Poster Session to create and present their original research and scholarly activities at the LA-CEC annual state conference. This program improvement initiative to engage in research and scholarly activities strengthened candidates' knowledge, skills, and dispositions relating to instructional design and creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline. In addition, faculty encouraged candidates to join additional professional organizations, in addition to joining CEC.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020 the target was that 100% of MAT students seeking Special Education certification would identify a specific classroom/student need; investigate research-based strategies designed to engage learners and accomplish student learning

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objectives; and write a mini-grant for funding to address the need.

In AC 2019-2020, 100% of candidates met target and scored “Proficient” according to the rubric. CEC standards require mastery in this area and projects that fail to meet these standards are returned with feedback for candidates to correct. Candidates continue to benefit from this process, and 100% of candidates met target in AC 2019-2020 (n=8); in AC 2018-2019 (n=9); and in AC 2017-2018 (n=18) by scoring “Target”. Furthermore, in AC 2019-2020 seven (n=7) candidates received funding for their grant proposals; in AC 2018-2019 six (n=6) candidates received funding for their grant proposals; in AC 2017-2018 ten (n=10) candidates received funding for their grant proposals.

Faculty expect all candidates to score “Mastery” and requires candidates to continuously revise drafts until they are error-free. Thus, candidates may not exit this course until their grants are polished and well-developed. Because the assessment and rubric are tied to CEC standards and state standards, candidates’ artifacts demonstrated student learning via mastery of CEC and content standards.

These changes had a direct impact on the student’s ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will require that students become involved in organizations such as the Council for Exceptional Children (CEC) and other organizations that offer competitive funding opportunities for student and classroom needs. These changes will improve the students’ ability to properly grow as responsive professionals and to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

SLO 5. Student Learning Impact

- SLO 5 is assessed through a Functional Behavior Assessment (FBA) project and reflection in **EDSP 5030 Classroom & Behavior Management of All Students**.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline	Candidates will collect, analyze, and use assessment data to gauge student progress and plan targeted instruction.

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(SPA #3)	
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Measure 5.1. (Direct—Knowledge, Skills, and Dispositions)

SLO 5 is assessed through a Functional Behavior Assessment (FBA) project and reflection in **EDSP 5030 Classroom & Behavior Management of All Students**. The assessment is evaluated using a rubric and applies the principles of behavioral assessment and modification techniques to learning, behavior, and emotional problems in the school setting. The assignment requires 30 hours of clinical and field-based experiences. The goal of the assignment is to develop an understanding of behavior management assessment and modification techniques for individuals with exceptional learning needs during their life span. Candidates must complete a functional behavioral assessment for one student with mild/moderate exceptional needs in Grades 1-12 with a challenging behavior. By completing the assignments and/or tasks of this course, each candidate will: identify antecedents that may evoke behavior and consequences that may maintain behavior through functional analysis methodology, describe appropriate interventions that are linked to functional assessment outcomes, write a systematic plan for changing behavior that includes the following components: target behavior, environment(s) where intervention will occur, intervention strategy, measurement and schedule for data collection, and graph for visual analysis, design and implement environmental adaptations to assist in the support of appropriate behaviors, and accurately measure student performance to verify the effectiveness of behavioral support programs and/or determine the need for program revision. Candidates are provided with a rubric which is used to evaluate their work. The assessment provides evidence of student learning and mastery of state standards because the assessment was specifically designed to align with both CEC and state standards. Program faculty have reviewed the rubric for validity and reliability, ensuring that the assessment measures what it is intended to measure and that it is reliable over time. To score “Proficient” on the rubric, candidates must earn at least 80%. The goal is for 100% of candidates to score “Proficient”.

Findings: Target was met.

Analysis:

In AC 2018-2019, the target was met. In AC 2018-2019, 100% of candidates met target and scored “Proficient” on the rubric. At the end of the course, program faculty examined the evidence to determine student learning in each area. Because the assessment and rubric are tied to CEC standards and state standards, candidates’ artifacts demonstrated student learning and mastery of CEC and content standards. Although 100% of candidates met target in AC 2018-2019, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty introduced information about and promoted research into various replacement behaviors to promote creative behavior management. In AC 2018-2019, 100% of candidates met target by scoring at least 80% on the rubric.

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Based on analysis of the AC 2018-2019 results, faculty made the following changes in AC 2019-2020 to drive the cycle of improvement. In AC 2019-2020, faculty introduced information about and promoted research into various replacement behaviors to promote the development of creative behavior management plans. This effort to engage in program improvement strengthened candidates' knowledge, skills, and dispositions relating to growing as responsive professionals.

These changes had a direct impact on the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.

As a result of these changes, in AC 2019-2020 the target was met.

In AC 2019-2020, the target was that 100% of MAT students seeking Special Education certification would collect, analyze, and use assessment data to gauge student progress and plan targeted instruction.

Action - Decision or Recommendation:

In AC 2019-2020, the target was met.

Although 100% of candidates met target in AC 2017-2018, AC 2018-2019 and AC 2019-2020 program faculty have reviewed the evidence to ensure student learning, and based on the analysis of the results, faculty will implement changes in AC 2020-2021 to drive the cycle of improvement. Based on information gathered from analysis of the AC 2019-2020 data, faculty will implement the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2020-2021, faculty will introduce information about and promote research into various replacement behaviors to promote the development of creative behavior management plans. These changes will improve students' ability to gather, analyze, and utilize data to create educational programs that reach all students and improve the student's ability to exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline, thereby continuing to push the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of AC 2018-2019 data analysis which resulted in improved student learning and program improvement in AC 2019-2020:

- Faculty identified the lowest content score for each SPED PRAXIS exam and embedded or enhanced this specific content in SPED course content in order to meet SLO 1.

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- Faculty and University Supervisors provided targeted support and remediation in the field for those who failed to meet the target during the internship process in order to meet SLO 2.
- Faculty worked with the Office of Field Experience to redesign the Observation Form to better align with program requirements and help interns be successful in their practices and meet SLO 2.
- Faculty integrated emphasis on Diversity and Culturally Responsive Practices program-wide, but especially in EDSP 5000 *Educational Psychology & SPED Applied to Teaching* and EDSP 5030 *Classroom & Behavior Management of All Students* to provide learner support and enhance their ability to meet SLO 3.
- Based on conversations with TEAC, faculty placed emphasis on professionalism throughout program course work. Students are also encouraged to join professional teaching organizations to meet SLO 4.
- Faculty introduced information about and promoted research into various replacement behaviors in an effort to promote creative behavior management and enhance ability to meet SLO 5.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AC 2019-2020 and will take steps to improve student learning in AC 2020-2021.

- Faculty will participate in TEAC to identify the needs of our stakeholders, students, and community partners and utilize course data to drive curriculum design.
- Faculty will introduce information, projects, and assignments addressing Diversity in MAT-SPED courses to support candidate learning and bolster their ability to meet SLO 2.
- As a program-wide initiative, faculty will introduce/support Diversity and Culturally Responsive Practices across the curriculum but will primarily be discussed in **EDSP 5000 Educational Psychology & SPED Applied to Teaching** and **EDSP 5030 Classroom & Behavior Management of All Students** to enhance candidate ability to meet SLO 3.
- Faculty will promote professionalism and creative thinking that yields engaging ideas by having candidates conduct research into effective educational strategies, determine how to integrate the strategies into an inclusive classroom, and write a mini-grant proposal to be submitted to a professional organization (CEC).

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- Faculty will introduce information about and promote research into various replacement behaviors to promote creative behavior management plans, supporting candidate learning and their ability to meet SLO 5.