

## Assessment Cycle 2021 - 2022

**MAT Integrated-Merged General and Mild/Moderate Special Education, Elementary, Grades 1-5 (531A)**

**MAT Integrated-Merged General and Mild/Moderate Special Education, Middle, Grades 4-8 (541A)**

**MAT Integrated-Merged General and Mild/Moderate Special Education, Secondary, Grades 6-12 (561A)**

**Division: Gallaspy College of Education and Human Development**

**Department: School of Education**

**Prepared by: Gregory Bouck**

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**Approved by: Kimberly McAlister**

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**Northwestern Mission.** Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

**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.

# Assessment Cycle 2021 - 2022

## 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.

## 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.
- 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 (Praxis 5543)	PRAXIS exam: Special Education: Core Knowledge and Mild to Moderate Applications (5543) exam required for Louisiana Mild/Moderate Special Education certification.

## Assessment Cycle 2021 - 2022

### Measure 1.1. (Direct—Knowledge)

Evidence is first attempt passage of the Special Education Core Knowledge and Mild to Moderate Applications PRAXIS exam (5543). The State of Louisiana requires all teachers seeking Mild/Moderate Special Education certification successfully complete this PRAXIS exam which demonstrates their knowledge and skills in pedagogy and instruction. This assessment is nationally validated and reliable. Candidates must pass with a 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. 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. Benchmark for SLO 1 is 100% first attempt passing scores on PRAXIS exam 5543.

**Finding:** Target was met.

#### **Analysis:**

In AC 2021-2022, the target was met. Although there was 100% candidate first attempt pass rate in AC 2021-2022, faculty identified those areas that needed to be enhanced in the course content. The data showed the need for more information 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 2020-2021 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 2021-22.

Based on analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty focused on presenting information and assignments focused on research-based instructional strategies and techniques. For the second academic year, 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

## Assessment Cycle 2021 - 2022

were embedded in course content for AC 2021-2022. Program faculty identified SPED PRAXIS Content Category II Planning and the Learning Environment as one content area that yielded an overall high passing score by all candidates and therefore did not need to be addressed in 2021-2022.

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 2021-2022 the target was met.

Candidates in AC 2021-2022 also had a 100% pass rate and improved in IEP development. However, candidate performance in AC 2021-2022 indicated the continued need for more information and instruction in assessment and Foundations and Professional Responsibilities. The faculty evaluated the results of the SPED PRAXIS exam and noted that candidates needed additional content knowledge on differentiation in 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 2021-2022 SPED PRAXIS exam.

### **Action - Decision or Recommendation:**

In AC 2021-2022, the target was met. In AC 2021-2022, 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. Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement.

In AC 2022-2023, faculty will add additional assessment development instructional activities and resources to the appropriate course(s) EDSP 5000 and EDSP 5010. Candidates in AC 2021-2022 achieved a 100% passing rate, but individual test scores continued to be lower in the area of assessment as well as in the area of Foundations and Professional Responsibilities. Faculty will introduce assignments and instruction aimed at increasing knowledge in assessing students with exceptionalities in EDSP 5000 and EDSP 5010 and enhanced materials and texts addressing assessment, IEP development, and personal cultural bias awareness have been adopted/added. 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.

## Assessment Cycle 2021 - 2022

### 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. Benchmark for SLO 2 is 80% of students scoring at “Meets Expectations” or “Target” on the rubric (scoring at least 70%).

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (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 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.

**Finding:** Target was met.

### Analysis:

In AC 2020-2021, the target was met. All candidates met target in 2020-2021; however, faculty examined the evidence and identified low scores in the area of professionalism for AC 2020-2021. 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 2020-2021, 100% of candidates met target and scored “Meets Expectations” or “Target” on the rubric (scoring at least 70%). Although 100% of

## Assessment Cycle 2021 - 2022

candidates met target, program faculty examined the data and dispositions and identified a trend of low performance in designing student assessment.

Based on analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 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. 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 2021-2022 the target was met.

In AC 2021-2022, 100% of MAT students seeking Special Education certification demonstrated knowledge of Special Education content, curriculum, and assessment practices in a Special Education classroom setting. 100% of candidates met target in AC 2021-2022; however, faculty examined the evidence and identified low scores in the areas of designing student assessment and using assessment in instruction. Candidates in AC 2021-2022 achieved a 100% passing rate, but individual test scores tended to be lower in the areas of designing student assessment and using assessment in instruction. Since the assessment is tied to national standards, candidates' artifacts demonstrated student learning via mastery of those standards.

### **Action - Decision or Recommendation:**

In AC 2021-2022, the target was met. Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, faculty will introduce assignments and instruction aimed at increasing knowledge about designing assessments for students with and without exceptionalities and utilizing those results in preparing effective instruction in EDSP 5030 and EDUC 5021.

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

## Assessment Cycle 2021 - 2022

### SLO 3. Disposition Form

SLO 3 is assessed through a dispositions form in **EDSP 5111** and **EDSP 5121 Internship in Teaching** (2 Semesters). Benchmark for SLO 3 is for 80% of candidates to score “sufficient” or higher on the dispositions form.

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

**Findings:** Target was met. 100% of candidates scored “sufficient” or higher on the rubric.

### Analysis:

In AC 2020-2021, 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

## Assessment Cycle 2021 - 2022

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 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. 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 2021-2022 the target was met.

In AC 2021-2022, 100% of MAT students scored "sufficient" or higher on the Professional Dispositions form. These changes had a direct impact on the student's ability to model professional behaviors and characteristics.

### Action - Decision or Recommendation:

In AC 2021-2022, the target was met. Based on analysis of data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. 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. Grant Proposal 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 (Grant Proposal 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



## Assessment Cycle 2021 - 2022

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 2020-2021 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 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 typically submitted to the Louisiana Council for Exceptional Children (LA-CEC) in October of each year 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 2020-2021 school year.

**Finding:** Target was met, but not funded as the Louisiana Council for Exceptional Students has not reinstated this grant opportunity since suspending in Fall 2020 due to the COVID-19 pandemic. Students instead, collaborated and completed Grant Proposal Projects.

### **Analysis:**

In AC 2020-2021, the target was met. In AC 2020-2021, 100% of candidates met target and scored "Target" on the rubric (n = 14). 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 2020-2021, the target was met, but not funded. The Louisiana Council for Exceptional Students did not reinstate funding of this initiative since suspending in 2020 due to the COVID-19 pandemic. In AC 2020-2021, 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 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement.

Faculty supported candidate learning and proficiency in the preparation of instructional assignments or activities as supported by Student Learning Impact Data. Faculty

## Assessment Cycle 2021 - 2022

supported students in collaborating to create a grant proposal for a project that would benefit students with exceptionalities on their campuses. 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 2021-2022 the target was met.

In AC 2021-2022 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 objectives; and write a grant proposal for funding to address the need.

In AC 2021-2022, 100% of candidates (n=4) 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 2020-2021(n=14); 2019-2020 (n=8); and in AC 2018-2019 (n=9) by scoring "Target".

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 grant proposals 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 2021-2022, the target was met.

Based on information gathered from analysis of the AC 2021-2022 data, faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. In AC 2022-2023, 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.

## Assessment Cycle 2021 - 2022

### 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**. Benchmark for SLO 5 is for 100% of candidates to score “Proficient” or higher (80% or higher).

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.

#### 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.

## Assessment Cycle 2021 - 2022

### Analysis:

In AC 2020-2021, 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 2020-2021, program faculty 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 2021-2022, 100% of candidates met target by scoring at least 80% on the rubric. Based on analysis of the AC 2020-2021 results, faculty made the following changes in AC 2021-2022 to drive the cycle of improvement. 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 2021-2022 the target was met.

In AC 2021-2022, the target was that 100% (n=4) of MAT students seeking Special Education certification would collect, analyze, and use assessment data to gauge student progress and plan targeted instruction by scoring at least “Proficient” on the FBA.

### Action - Decision or Recommendation:

In AC 2021-2022, the target was met.

Although 100% of candidates met target in AC 2021-2022 program faculty have reviewed the evidence to ensure student learning, and based on the analysis of the results, faculty will implement changes in AC 2022-2023 to drive the cycle of improvement. Faculty will implement the following changes in AC 2022-2023 to drive the cycle of improvement. 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 2020-2021 data analysis which resulted in improved student learning and program improvement in AC 2021-2022. The following reflects all the changes implemented to drive the continuous

## Assessment Cycle 2021 - 2022

process of seeking improvement in AC 2021-2022 (this year). These changes are based on the knowledge gained through the analysis of the AC 2020-2021 results (last year):

- 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.
- 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 AY 2021-2022 and will take steps to improve student learning.

- We will participate in TEAC to identify the needs of our stakeholders, students, and community partners and utilize course data to drive curriculum design (SLO 1,2,3,4,5).
- We will introduce information, projects, and assignments addressing professionalism and ethics in MAT-SPED courses to support candidate learning and bolster their ability to meet SLO 2.
- As a program-wide initiative, Professionalism and Ethics will be introduced/supported across the curriculum but will primarily be discussed in **EDSP 5000 Educational Psychology & SPED Applied to Teaching** and **EDSP 5111/5121 Internship in Teaching** to enhance candidate ability to meet SLO 3.
- Finally, faculty will introduce information about and promote research into various replacement behaviors and strategies to promote creative behavior management plans, inclusive classrooms, and support candidate learning and their ability to meet SLO 5.