

# Assessment Cycle

## Academic Year 2016 – 2017

Program: Special Education MEd (524A) (524C) (524D) (524E)

College: Education and Human Development

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Date: 6/15/17

**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.

# Assessment Cycle

## Academic Year 2016 – 2017

**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 Demonstrate Content Knowledge in Gifted Education
Demonstrate discipline-specific content knowledge (SPA #1)	CEC Initial Early Intervention Standards 1-7
Demonstrate discipline-specific content knowledge (SPA #1)	CEC Initial Standards 1-7
Demonstrate discipline-specific content knowledge (SPA #1)	CEC Initial Standards 1-7

### Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through an Inquiry Based Online Post Reports Content Assessment. The assessment is evaluated using an Online Post Reports Content Assessment Rubric for SPED 5830, SPED 5840, SPED 5860, SPED 5870, and SPED 5890, and the benchmark performance is a score in the 94.0% to 99.0% range.

SLO 1 is assessed through the PRAXIS: SPED Early Childhood (5691). The assessment is

## **Assessment Cycle**

### **Academic Year 2016 – 2017**

evaluated using the PRAXIS exam required for LA certification in EI, and the benchmark performance is a required score of 145, 100% pass rate.

SLO 1 is assessed through Discipline-specific Mild/Moderate Special Education Knowledge and Skills. The assessment is evaluated using the PRAXIS: Special Education: Core Knowledge & Mild/Moderate Applications 0543 or 5543, and the benchmark performance is a required score of 153, 100% pass rate.

SLO 1 is assessed through Discipline-specific Mild/Moderate Special Education Knowledge and Skills. The assessment is evaluated using the PRAXIS: Special Education: Core Knowledge & Mild/Moderate Applications 0543 or 5543, and the benchmark performance is a required score of 153, 100% pass rate.

Finding: M.Ed. 524A: SLO 1 Inquiry Based Online Post Reports Content Assessment benchmark performance was met of 70% of candidates score Accomplished (94.0% to 99.0% range).

M.Ed. 524C, 524D, 524E: All Candidates, or 100%, enrolled in the M.Ed. 524C, 524D, 524E passed their specific SPED PRAXIS exam: Early Intervention PRAXIS is SPED: Early Childhood (5691); Mild/Moderate Special Education PRAXIS exam is: Special Education: Core Knowledge and Applications (0543).

Analysis: M.Ed. 524A: The data analysis for the Content Assessment indicates that 72.5% were Accomplished and Exemplary. The competency rates of the Content Assessment indicated that NSU candidates in the Gifted Education program are acquiring comprehension of content; analysis, synthesis, and evaluation of content; and transformation and application of content that is aligned with the NAGC/CEC Standards 1-7. The interpretation of the Content Assessment indicates that candidates have gained exemplary content knowledge to support their skill development and practical application.

M.Ed. 524C, 524D, 524E: Louisiana requires the PRAXIS exams for Early Intervention and Mild/Moderate Special Education certification. With 100% passing rate, this is a good key assessment for both programs.

Action - Decision or Recommendation: M.Ed. 524A: Revisions to assessment are ongoing to ensure demonstration of discipline specific knowledge.

M.Ed. 524C, 524D, 524E: Keep the SPED PRAXIS tests as they are required for Special Education certification in the State of Louisiana.

# Assessment Cycle

## Academic Year 2016 – 2017

### Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Candidates demonstrate ability to plan, implement, and assess curricula for students with gifts and abilities
Apply discipline-specific content knowledge in professional practice (SPA #2)	<p><b>RDG 5020</b>  <b>CEC Initial Preparation Standard 1 Learner Development and Individual Learning Differences</b> Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.  <b>Initial Common Specialty Item CECICSI.1.K8:</b> Similarities and differences of individuals with and without exceptionalities            NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
Apply discipline-specific content knowledge in professional practice (SPA #2)	<p><b>RDG 5710</b>  <b>CEC Initial Preparation Standard 1 Learner Development and Individual Learning Differences</b> Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.  <b>Initial Common Specialty Item CECICSI.1.K8:</b> Similarities and differences of individuals with and without exceptionalities            NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
Apply discipline-specific content knowledge in professional practice (SPA #2)	<p><b>SPED 5640</b>  <b>CEC Initial Preparation Standard 1 Learner Development and Individual Learning</b></p>

# Assessment Cycle

## Academic Year 2016 – 2017

	<p><b>Differences</b> Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities.</p> <p><b>Initial Common Specialty Item CECICSI.1.K8:</b> Similarities and differences of individuals with and without exceptionalities NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
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### Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through Content and Process Differentiated Mini-Lessons. The assessment is evaluated using an assessment of candidate ability to plan instruction, and the benchmark performance is a PASS=meets requirements.

SLO 2 is assessed through a Family Literacy: Parent Pack. The assessment is evaluated using the Family Literacy: Parent Pack Rubric, and the benchmark performance is an 80% or better on the Family Literacy Pack.

SLO 2 is assessed through Reading Lesson Plans. The assessment is evaluated using the Reading Lesson Plan rubric, and the benchmark performance is an 80% or better on the Reading Lesson Plan.

SLO 2 is assessed through Individualized Education Programs (IEP) Dos and Don'ts. The assessment is evaluated using the IEP rubric, and the benchmark performance is an 80% or better on the IEP.

Finding: M.Ed. 524A: 100% of candidates met the requirements for the Content and Process Differentiated Mini-Lessons

M.Ed. 524C: All Candidates achieved mastery on the Family Literacy Parent Pack SLO3; M.Ed.

524D: All Candidates achieved mastery on the Reading Lesson Plans SLO3; M.Ed. 524E: All Candidates achieved mastery on the IEP Dos and Don'ts assessment SLO3.

Analysis: M.Ed. 524A: Candidates showed that they can plan and implement a lesson based on differentiation of content and process in teaching the gifted. Most of the Candidates are experienced teachers but are learning a different manner of teaching as they prepare to teach

# Assessment Cycle

## Academic Year 2016 – 2017

the gifted. Their previous experience was to be very structured and through the Content and Process Differentiation Mini-Lessons, they became more open in their teaching and provided their students with more openness, variety, freedom of choice, and discovery learning. Their students engaged in more inquiry-based, problem-based and project-based than previously. Candidates were thrilled and amazed at what their students learned. The application of the candidates' knowledge and skills in differentiation was very successful. Candidates indicated comfort in using content knowledge, open-endedness, and higher-level thinking (NAGC/CEC Standard 3:3.1, 3.2, 3.3, 3.4). Candidates differentiated content and process that was distinguished from the general curriculum that incorporates advanced, conceptually challenging, abstract, in-depth, distinctive, and complex content. Candidates engaged students in inquiry-based, problem-based and project-based study, study of people and methods, discovery learning, and evidence of reasoning. Candidates provided freedom of choice and varied group experiences for their students (NAGC/CEC Standard 5:5.1, 5.2, 5.3, 5.4, 5.5). Candidates were professional and ethical in planning instruction reflecting on methods to improve their teaching (NAGC/CEC Standard 6:6.1). M.Ed. 524C = 100% Mastery; M.Ed. 524D = 100% Mastery; M.Ed. 524E = 100% Mastery.

Action - Decision or Recommendation: M.Ed. 524A: Revisions to assessment to ensure alignment to revised NAGC/CEC standards; need more iterations of data collection to properly assess changes and revise goals; Keep SLO3 assessments for all M.Ed. 524 Programs.

### Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Candidates demonstrate professional learning and ethical practice in working with students with gifts and abilities
Model professional behaviors and characteristics	<b>SPED 5350</b> <b>CEC: Standard 2: Learning Environments</b> Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. <b>Initial Common Specialty Item</b> <b>CEC ICAI.2.S12</b> Design and manage daily routines

# Assessment Cycle

## Academic Year 2016 – 2017

	NSU Models for Learning (CCT, DM, PS, RT, D, T)
Model professional behaviors and characteristics	<b>SPED 5380</b> <b>CEC Initial Preparation Standard 4</b> <b>Assessment</b> Beginning special education professionals use multiple methods of assessment and data-sources in making decisions. <b>CECICSI.4.S9:</b> Create and maintain records NSU Models for Learning (CCT, DM, PS, RT, D, T)
Model professional behaviors and characteristics	Curriculum-based Assessment in Reading & Math

**Measure: 3.1. (Direct – Skills, Dispositions)**

SLO 3 is assessed through Practicum. The assessment is evaluated using the Practicum reflective journals rubric, and the benchmark performance is a minimum average score of 3.75 in all criteria.

SLO 3 is assessed through a Family Interview. The assessment is evaluated using the Family Interview Rubric, and the benchmark performance is a score of 80% or better on the Family Interview.

SLO 3 is assessed through a Curriculum-based Assessment in Reading & Math. The assessment is evaluated using the CBA Rubric, and the benchmark performance is a score of 80% or better on the CBA.

SLO 3 is assessed through a Curriculum-based Assessment in Reading & Math. The assessment is evaluated using the CBA Rubric, as well as Parent and Principal permission, and the benchmark performance is a score of 80% or better on the CBA.

Finding: M.Ed. 524A: Benchmark performance was met with over 70% of candidates scoring at Proficient or Exemplary. M.Ed. 524C: All Candidates achieved mastery on the Family Interview SLO3; M.Ed. 524D & 524E: All Candidates achieved mastery on the Reading and Math Curriculum-based Assessments SLO3.

Analysis: M.Ed. 524A: Specifically, 85.9% of candidates met Exemplary score overall which indicates candidates possessed the professional and ethical knowledge and skills to assess,

## Assessment Cycle

### Academic Year 2016 – 2017

reflect, and inform their educational practice, engage in lifelong learning, and to advance the profession through advocacy and mentoring (NAGC/CEC Standard 6). M.Ed. 524C = 100% Mastery; M.Ed. 524D = 100% Mastery; M.Ed. 524E = 100% Mastery.

Action - Decision or Recommendation: M.Ed. 524A: Candidates communicate well with each other in modeling characteristics but need to continue to improve in providing formal writing and presenting. Need further revision of assessment and iteration of data in order to develop further goals. Keep SLO3 assessments for all M.Ed. 524 Programs.

#### 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 demonstrate creativity, ideas, processes, and experiences in gifted education
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	<p><b>SPED 5960</b>  <b>CEC Initial Preparation Standard 7:</b>  <b>Collaboration:</b> Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.  <b>Initial Common Specialty Item</b>  <b>CEC ICSI.7.S9</b> Communicate with school personnel about the characteristics and needs of individuals with exceptionalities.                      NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	<p><b>SPED 5960</b>  <b>CEC Initial Preparation Standard 7:</b>  <b>Collaboration:</b> Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the</p>



## Assessment Cycle

### Academic Year 2016 – 2017

	<p>needs of individuals with exceptionalities across a range of learning experiences.</p> <p><b>Initial Common Specialty Item</b>  <b>CEC ICSI.7.S9</b> Communicate with school personnel about the characteristics and needs of individuals with exceptionalities.          NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
<p>Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)</p>	<p><b>SPED 5960</b>  <b>CEC Initial Preparation Standard 7: Collaboration:</b> Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.</p> <p><b>Initial Common Specialty Item</b>  <b>CEC ICSI.7.S9</b> Communicate with school personnel about the characteristics and needs of individuals with exceptionalities.          NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>

**Measure: 4.1. (Direct – Knowledge, Skills)**

SLO 4 is assessed through an oral portfolio defense. The assessment is evaluated using an Oral Defense of Summative Electronic Portfolio with artifacts from the entire program, and the benchmark performance is PASS-80% of candidates will score at the Acceptable level or higher.

SLO 4 is assessed through the Louisiana Council for Exceptional Children Mini-Grant (LA-CEC Mini-Grant). The assessment is evaluated using the LA-CEC Mini-Grant Rubric, and the benchmark performance is a score of 80% or better on the LA-CEC Mini-Grant.

SLO 4 is assessed through the Louisiana Council for Exceptional Children Mini-Grant (LA-CEC Mini-Grant). The assessment is evaluated using the LA-CEC Mini-Grant Rubric, and the benchmark performance is a score of 80% or better on the LA-CEC Mini-Grant.

SLO 4 is assessed through the Louisiana Council for Exceptional Children Mini-Grant (LA-CEC

# Assessment Cycle

## Academic Year 2016 – 2017

Mini-Grant). The assessment is evaluated using the LA-CEC Mini-Grant Rubric, and the benchmark performance is a score of 80% or better on the LA-CEC Mini-Grant.

Finding: 524A: Benchmark Performance was met with 100% of candidates scored Acceptable or Target. M.Ed. 524C, 524D, 524E: All Candidates achieved mastery on completion of the Louisiana Council for Exceptional Children Mini-Grant SLO4.

Analysis: 524A: Analysis of the Portfolio documents indicates the committee rated candidates as Target (84.4%) meaning clearly responsible and decisively demonstrating creative/critical thinking and decision making, rated candidates as Acceptable (4.4%) meaning responsible but brief in their descriptions, and rated candidates as Not Acceptable (11.1%) meaning incomplete or inaccurate in description and/or demonstration of creative/critical thinking or decision making. Analysis of written report indicates the committee rated candidates as Target (50.0%) whereas the committee rated candidates as Acceptable (20.8%) and rated candidates as Not Acceptable (29.2%). In the Oral Defense, the committee ratings of candidates ranged from 58.9% to 86.8% as Target and 7.5% to 41.8% as Acceptable for all categories. There were only 7 categories with committee ratings of Not Acceptable. Candidates with a committee consensus Not Acceptable rating for any category were required to participate in remediation before they would meet the passing score as partial requirement for graduation. All candidates who participated in remediation were rated Target or Acceptable in the categories where they initially received Not Acceptable ratings.

Candidates were responsible for indicating the alignment of their Portfolio with the NAGC/CEC Standards through their written report and oral defense. Candidates refer to the NAGC/CEC standards both written and orally to express their perceived competency level as beginning professionals in gifted education and to describe how and where they would continue their growth as professionals once they have completed the M.Ed. degree.

M.Ed. 524C, 524D, 524E: All Candidates achieved mastery on completion of the Louisiana Council for Exceptional Children Mini-Grant SLO4, and 7 grants were awarded to NSU Candidates for their classrooms out of 8 total grants awarded.

Action - Decision or Recommendation: 524A: Based on analysis of findings, revision of written defense that accompanies oral defense would be recommended. Keep SLO4 assessments for all M.Ed. 524 Programs.

### Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when	Candidates demonstrate responsible decision making and problem-solving using data to

## Assessment Cycle

### Academic Year 2016 – 2017

<p>appropriate (SPA #5)</p>	<p>inform actions when appropriate</p>
<p>Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)</p>	<p><b>SPED 5310</b>  <b>CEC Initial Preparation Standard 4:</b>  <b>Assessment:</b> Beginning special education professionals use methods of assessment and data sources in making educational decisions and creating and maintaining records</p>
<p>Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)</p>	<p><b>EPSY 5370</b>  <b>CEC: Standard 2: Learning Environments</b>            Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.  <b>Initial Common Specialty Item</b>  <b>CEC ICAI.2.S12</b> Design and manage daily routines            NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>
<p>Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)</p>	<p><b>EPSY 5370</b>  <b>CEC: Standard 2: Learning Environments</b>            Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination.  <b>Initial Common Specialty Item</b>  <b>CEC ICAI.2.S12</b> Design and manage daily routines            NSU Models for Learning (CCT, DM, PS, RT, D, T)</p>

# Assessment Cycle

## Academic Year 2016 – 2017

### Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through an Identification of the Gifted Presentation. The assessment is evaluated using an Identification of the Gifted Presentation, and the benchmark performance is a minimum average score of 3.75 in all criteria.

SLO 5 is assessed through an Early Intervention Assessment. The assessment is evaluated using the Early Intervention Assessment rubric, and the benchmark performance is a score of 80% or better on the Early Intervention Assessment.

SLO 5 is assessed through a Functional Behavioral Assessment (FBA). The assessment is evaluated using the FBA rubric, and the benchmark performance is a score of 80% or better on the FBA.

SLO 5 is assessed through a Functional Behavioral Assessment (FBA). The assessment is evaluated using the FBA rubric, and the benchmark performance is a score of 80% or better on the FBA.

Finding: 524A: 90% of candidates met expectations of benchmark performance. For M.Ed. 524C and SLO5: All Candidates achieved mastery on the Early Intervention Assessment; For M.Ed. 524D & 524E: All Candidates achieved mastery on the Functional Behavioral Assessment (FBA).

Analysis: 524A: The successful completion of the practicum experience and Practicum Reflective Journal Assessment provide evidence of candidates' application of knowledge and skills and ability to reflect, problem-solve, and improve practice. The Practicum Reflective Journal summative assessment indicates that candidates use assessment to develop appropriate differentiated instruction and monitor learning progress of individuals with gifts and talents; make responsible decisions to plan, develop, and implement appropriate differentiated instruction that integrates technology, provides the individual with gifts and talents to develop their areas of interest and talent, and enhances creative/critical thinking, problem solving, lifelong learning which promotes challenging learning environments.

For M.Ed. 524C, 524D, 524E and SLO5, Candidates were successful in completing the Early Intervention Assessment and the Functional Behavioral Assessment (FBA).

Action - Decision or Recommendation: 524A: Recommend further revisions to assessment to ensure alignment with revised NAGC/CEC standards and iteration of data in order to develop further goals. Keep SLO4 assessments for all M.Ed. 524 Programs.

## **Assessment Cycle**

### **Academic Year 2016 – 2017**

#### **Comprehensive Summary of key findings and or decisions:**

524A: Findings in all areas indicate Benchmark Performance was met; however, since the NAGC/CEC Standards were recently revised and revisions to assessments were made, continued revisions of assessments and iteration of data in order to develop further goals.

M.Ed. 524C, 524D, 524E: Results of the five SLO key assessments listed above showed mastery and Candidate growth and success in meeting the knowledge and skills that every special educator should have when teaching students (birth through five) and elementary, middle school, and high school students with mild/moderate disabilities.