

## AC 2020 – 2021 Assessment

### **Master of Education in Special Education (524 A, C, D, and E)**

*A – Concentration in Academically Gifted with add on certificate 016*

*C – Concentration in Early Intervention with add on certificate 017*

*D – Concentration in Elementary Mild/Moderate with add on certificate 013*

*E – Concentration Middle/Secondary Mild/Moderate with add on certificates:*

*014 – Middle School Mild/Moderate*

*015 – Secondary Mild/Moderate*

*024 – Educational Diagnostician*

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

**Department: School of Education**

**Prepared by: Gregory Bouck**

**Date: July 8, 2021**

**Approved by: Kim McAlister**

**Date: July 14, 2021**

**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

## AC 2020 – 2021 Assessment

graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

**Program Mission Statement:** The Master of Education Special Education Programs at NSU follow the Council for Exceptional Children (CEC) Mission. The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities. We 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 Master of Education in Special Education (**M.Ed. 524 and 013, 014, 015, 016, 017, and 024 add-on certificates**) programs, the assessment process is as follows: Step 1: The seven CEC Initial Preparation Standards are embedded in each course. Step 2: Key assessments are identified within each class so students have the knowledge and skills required by CDC Initial Preparation Standards.

Step 3: Key assessments are evaluated by instructors.

Step 4: Evaluation and feedback is uploaded into each student's personal electronic portfolio repository.

Step 5: Faculty analyze aggregated data to address impact on candidate learning.

Step 6: Faculty use the data analysis for feedback and program improvement.

### Student Learning Outcomes:

#### SLO 1.

#### Course Map: PRAXIS exams for 524C, 524D, 524E

*SLO 1 is assessed through the PRAXIS exam, a Louisiana requirement for certification/licensure for **524C and (017) Early Intervention** the PRAXIS exam is 5691 Special Education Early Childhood, and for **524D and (013) & 524E and (014, 015) Elementary, Middle School, and Secondary Mild/Moderate Special Education**, the exam is 5543 Special Education: Core Knowledge and Mild to Moderate Application.*

## AC 2020 – 2021 Assessment

Departmental Student Learning Goal	Program Student Learning Outcome
<p>Demonstrate discipline-specific content knowledge (SPA #1, Praxis II)</p>	<p><b>524A: No PRAXIS exam is required for certification or licensure for Gifted Education.</b> Candidates Demonstrate Content Knowledge in Gifted Education courses <b>SPED 5830 Teaching Creative Thinking, SPED 5840 Psychology of the Gifted, SPED 5860 Trends and Issues in Curriculum Development for the Academically Gifted, SPED 5870 Counseling the Gifted, and SPED 5890 Curriculum and Methods for the Academically Gifted.</b></p> <p><b>PRAXIS exams are required for the following Special Education programs and add-on certifications:</b></p> <p><b>524C and (017):</b> PRAXIS exam: Special Education Early Childhood (5691) exam required for Louisiana Early Intervention Special Education certification/licensure. <b>Course Map:</b> SPED 5310 Identification and Assessment in Early Intervention, SPED 5320 Foundations of Early Childhood Education for Young Children with Disabilities, SPED 5350 Families of Individuals with Exceptional Needs, SPED 5370 Curriculum and Methods for Non-Categorical Early Childhood Special Education, SPED 5960 Interactive Teaming and Physical and Medical Management, RDG 5020 Early Childhood Primary Reading Instruction.</p> <p><b>524D (013) &amp; 524E (014, 015):</b> PRAXIS exam: Special Education: Core Knowledge and Mild to Moderate Applications (5543) exam required for Louisiana Mild/Moderate Special Education certification/licensure.</p> <p><b>Course Map:</b> SPED 5380 Curriculum-based Assessment, SPED 5600 Research-Validated Instructional Practices in Special Education, EPSY 5370 Behavioral Management and Modification, RDG 5710 Advanced Diagnosis and Correction of Reading Difficulties, SPED 5960 Interactive Teaming and Physical and Medical Management, ETEC 5710 Professional Development for K-12 Technology Integration (for 524E only SPED 5640 Vocational and Transition Services for Students with Disabilities.</p>

## AC 2020 – 2021 Assessment

	<p><b>Advanced add-on Certification: No PRAXIS exam is required for Educational Diagnostician certification</b></p> <p><b>024 Educational Diagnostician add-on certification:</b></p> <p><b>Course Map:</b> <i>To add Educational Diagnostician to a valid Type B, A, or Level 2, 3 Louisiana teaching certificate for generic special education, you must have a master's degree from a regionally accredited college or university, at least one year of experience in the certified special education area,) and complete 27-30 semester hours of Graduate-level coursework.</i></p>
--	---

### Measure 1.1.

**SLO 1** is assessed using a content assessment. For the majority of areas, a PRAXIS content test is required. In one area (gifted Education- 524 or 016), SLO is assessed using a content assessment from courses.

In 524A and 016, content assessment is collected from SPED 5830, SPED 5840, SPED 5860, SPED 5870, and SPED 5890. A scope and sequence were developed in the five courses listed to ensure that content knowledge in gifted education is appropriately introduced, analyzed, synthesized, evaluated, and applied. These reports all require an essay response to one or more open-ended, content specific questions and must be based on readings from textbooks, articles, and/or other online documents. A summative assessment of online post reports constitutes the Content Assessment. Using the Content Assessment Rubric, candidates are assessed for comprehension, analysis, synthesis, evaluation, transformation, and application of content knowledge in their online posts and responses. The benchmark performance is a score of 94% or higher for at least 70% of students. Candidates are assessed for content knowledge proficiency aligned to NAGC/CEC Teacher Preparation Standards in Gifted Education 1-7.

*For 524C (add-on 017), 524D (add-on 013), & 524E (add-on 014, 015) Programs: Students will learn the content knowledge required for passing the SPED PRAXIS exam for their specific certification. The target is 100% pass rate on the exam.*

*The State of Louisiana recognizes 153 as a passing score for this exam.*

### Finding

524A Content Assessment

AC 2019-2020: Target Met. 82.1% of candidates scored 94% or higher

AC 2020-2021: Target Met. 80.3% of candidates scored 94% or higher

524C, 524D, 524E PRAXIS test results

AC 2019-2020: 100% of candidates met target

AC 2020-2021: 100% of candidates met target

## AC 2020 – 2021 Assessment

### Analysis.

In 2019-2020, 524A and 016 candidates, met target for SLO 1. In AC 2019-2020, faculty identified the lowest content scores and enhanced learning opportunities in specific content in SPED courses for gifted education to maintain a pattern of continuous improvement. Specifically, faculty revised several essay prompts for the online posts in SPED 5840, SPED 5870, and SPED 5890 to improve learning of content knowledge that aligns with the NAGC/CEC standards and complementary revisions were completed in SPED 5830 and SPED 5860 to improve learning of content knowledge that aligns with the NAGC/CEC standards.

As a result of these changes, in AC 2020-2021 the target was met.

In AC 2020-2021, 80.3% of 524A/016 candidates scored 94% or higher. This was a slight decrease from the AC 2019-2020 findings.

For the M.Ed. **524C** Early Intervention candidates, the target was 100% pass rate. For the M.Ed. **524D & 524E**, Mild/Moderate candidates, the target was 100% pass rate.

<b>AY 2019-2020</b>
<b>524A</b> No PRAXIS test required for Louisiana certification and licensure in Gifted Education, Course content was met as 77.5% of the candidates scored 94% or higher.
<b>524C and (017)</b> PRAXIS 5691 100% Pass & Met Target
<b>524D and (013) &amp; 524E (014, 015)</b> PRAXIS 5543 100% Pass & Met Target

<b>AY 2020-2021</b>
<b>524A</b> No PRAXIS test required for Louisiana certification and licensure in Gifted Education, Course content was met as 82.1% of the candidates scored 94% or higher.
<b>524C and (017)</b> PRAXIS 5691 100% Pass & Met Target
<b>524D and (013) &amp; 524E (014, 015)</b> PRAXIS 5543 100% Pass & Met Target

In AC 2019-2020, the target was met for 524C/017, 524D/014, and 524E/015, 016 candidates. From data analysis, the consensus was that IEP Development or Planning and the Learning Environment were two areas that would need content enhancement. Evidence of improvement show that content test scores continue to improve overall for all **524C**, **524D**, and **524E** candidates.

## AC 2020 – 2021 Assessment

Even though 100% of the candidates passed the SPED PRAXIS exam required for Early Intervention and Mild/Moderate Special Education certification, faculty looked at the exam results for specific areas needing improvement. Faculty identified an additional area of focus needed after the results from AC 2019-2020 which was SPED PRAXIS Content Category II Planning and the Learning Environment. Based upon these changes, the target was met for AC 2020-2021.

### Action - Decision or Recommendation:

#### For 524A (016):

Based on the analysis of results in AC 2020-2021, the following changes will drive improvement in AC 2021-2022. Both revisions of essay prompts for the online posts with alignment to the NAGC/CEC standards and faculty identification of the lowest content scores will provide for further improvement.

#### For 524C, 524D, 524E:

In AC 2020-2021, the target was met. Although 100% of the candidates passed the SPED PRAXIS exam required for early intervention and Mild/Moderate Special Education certification, faculty reviewed exam results for specific areas needing improvement. Based on information gathered from analysis of test results in AC 2020-2021 data, faculty will implement the following changes in AC 2021-2022 to drive continued program improvement. Faculty will provide instructional focus on SPED PRAXIS Content Category I: Development and Characteristics of Learners.

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

### SLO 2

#### Course Map:

**For 524A/016**, SLO 2 is measured by completing a differentiated instructional strategies project in SPED 5890.

**For 524C/017**, SLO 2 is measured by completing a **Family Literacy Parent Pack** project in RDG 5020 Early Childhood Primary Reading Instruction.

**For 524D/013 & 524E/014/015**, SLO 2 is measured by completing a **Functional Behavioral Assessment (FBA)** project.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional	<b>524A</b> SPED 5890 Curriculum and Methods for the Academically Gifted. Candidates plan and develop specific differentiated instructional strategies that enhance the cognitive and

## AC 2020 – 2021 Assessment

practice	affective development of individuals with gifts and talents (NAGC/CEC Standard 5) Candidates demonstrate ability to plan, implement, and assess curricula for students with gifts and talents.
Apply discipline-specific content knowledge in professional practice	Candidates plan and develop specific differentiated instructional strategies that enhance the cognitive and affective development of individuals with gifts and talents (NAGC/CEC Standard 5) Candidates demonstrate ability to plan, implement, and assess curricula for students with gifts and abilities.
Apply discipline-specific content knowledge in professional practice	<b>524C/017</b> Candidates complete a Family Literacy: Parent Pack in RDG.
Apply discipline-specific content knowledge in professional practice	<b>524D/013 &amp; 524E/ 014, 015</b> Candidates will <b>identify, observe, collect, analyze, and apply assessment data to evaluate student progress and plan targeted instruction.</b>

### Measure 2.1. (Knowledge and Skills)

For 524A (016), SLO 2 is measured in SPED 5890 Curriculum and Methods for the Academically Gifted. SLO 2 is assessed as the candidates engage in teaching two lessons. The candidates in SPED 5890 are required to provide two lessons indicating content and process differentiation for the gifted. Every learner develops content and process differentiation as aligned with curricular content knowledge and instructional planning and strategies standards as meet his or her individual needs for professional growth as an educator for students with gifts and talents. A rubric developed by the faculty that uses the concepts for differentiation delineated in the textbook for SPED 5890 assesses the lessons presented by the candidates. The concepts for differentiating content include Abstractness, Complexity, Variety, Organization for Learning Value, The Study of People, and the Study of Methods. The concepts for differentiating process include Higher Levels of Thinking, Open-Endedness, The Importance of Discovery, Evidence of Reasoning, Freedom of Choice, Group Interaction, Pacing, and Variety. The candidates select some aspect of content differentiation, then plan and teach a lesson with their gifted students. Then the

## AC 2020 – 2021 Assessment

candidates select some aspect of process differentiation and likewise, plan and teach a lesson with their gifted students. The two lessons may be separate content areas or topics, or they may be the same content areas or topics, the candidates are given Freedom of Choice. The candidates post their lessons to a template that requires that they report number and demographic and diversity descriptions of their students, describe the lesson, provide evidence of student learning, and provide a journal reflection of the experience. Candidates were required to use two to three concepts for differentiating content and the same number for differentiating process. The primary objective is to discover the candidates' ability to plan differentiated lessons and articulate those lessons based on the concepts that they have read about and discussed in class. Although they are given the choice of which concepts of differentiated content and process they will use, there is an expectation that Abstractness and Complexity will exist in most lessons for content differentiation. In the same manner, Higher Levels of Thinking, Open-Endedness, and Discovery Learning should be primary in process differentiation. There is no numerical score for this assignment in the traditional sense as it is a pass or a re-submit until passed. The candidates cannot do the field experience of teaching in the classroom until they have completed and passed on their lesson plan. The process begins with a Learning Contract that the candidates develop for themselves that includes a timeline to plan and develop their two field experiences. Then candidates submit two lesson plans: 1) Content Differentiation Lesson Plan; and 2) Process Differentiation Lesson Plan. Candidates must obtain a pass, or re-submit until passed, on their lesson plan before they can complete their field experiences. The pass is a score of 4 on the rubric before given approval to do the field experiences. The rubric assessment helps the candidates learn the process of developing differentiation and implementing the differentiation in actual lessons in the classroom.

For **524C and 017**, **SLO2** is measured in RDG 5020 Early Childhood Primary Reading Instruction by completing a Family Literacy Parent Pack. A Parent Pack Rubric is used to measure candidate work. Candidates facilitate family literacy by designing parent packs that include a quality children's literature text and developmentally appropriate, hands-on literacy activities that align with the State Standards. Candidates send the packs home with children to engage in the activities with their parents, the parents document the children's work, and the parent pack is returned for teacher assessment.

For **524D and 013 & 524E and 014, 015, 024 SLO 2** is measured by completing a Functional Behavioral Assessment (FBA) project and an analysis of data in EPSY 5370 Behavioral Management and Modification. The High-Leverage Practice recommended by CEC for all special educators is as follows:

*Conduct functional behavioral assessments to develop individual student*

## AC 2020 – 2021 Assessment

*behavior support plans (HLP10). Creating individual behavior plans is a central role of all special educators. A major part of developing such plans is to conduct a functional behavioral assessment any time behavior is chronic, intense, or impedes learning. A comprehensive functional behavioral assessment results in a hypothesis about the function of the student's problem behavior. Once the function is determined, a behavior intervention plan is developed that teaches the student a pro-social replacement behavior that will serve the same or similar function; alters the environment to make the replacement behavior more efficient and effective than the problem behavior; alters the environment to no longer allow the problem behavior to access the previous outcome; and includes ongoing data collection to monitor progress. **Reference:** Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.*

This artifact is assessed using a rubric and applies the principles of behavioral assessment and modification techniques to learning, behavior, and emotional challenges in the school setting. Baseline data is collected from the observation of one student with a challenging behavior. The assessment was developed using the Council for Exceptional Children (CEC) guidelines for beginning special educators which aligns with state standards. The assessment meets state and national CEC standards. Also, beginning special educators structure environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptionalities and directly teach them to adapt to the expectations and demands of differing environments. The key assessment or artifact 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 and national

## AC 2020 – 2021 Assessment

standards because the assessment was specifically designed to align with both state and CEC 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 at least 85% or better.

### Findings:

#### For 524A:

**AC 2016-2017:** Target met. 100% of candidates met the requirements for the Content and Process Differentiated Lesson.

**AC 2017-2018:** Target met. 100% of candidates met the requirements for the Content and Process Differentiated Lesson.

**AC 2018-2019:** Target met. 100% of candidates met the requirements for the Content and Process Differentiated Lesson.

**AC 2020-2021:** Target met. 100% of candidates met the requirements for planning and implementing the Content and Process Differentiated Lessons.

#### For 524C:

- **AC 2016-2017:** 100% of candidates met target
- **AC 2017-2018:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target (**now for both M.Ed. 524C & add-on 017**)
- **AC 2020-2021:** 100% of candidates met target

*The Family Literacy Parent Pack rubric showed 100% of candidates were able to meet target for this assessment.*

#### For 524D & 524E:

- **AC 2016-2017:** 100% of candidates met target
- **AC 2017-2018:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target (**now for M.Ed. 524D & 524E and add-on 013, 014, 015**)
- **ACY 2020-2021:** 100% of candidates met target

*FBA Baseline data evidence for 524D & 013 & 524E 014, 015 showed 100% of candidates were able to identify a challenging behavior, observe and record baseline data, and visually-depict the results on a graph to share with the student, the parents, and the principal.*

### Analysis:

#### For 524A (016):

## AC 2020 – 2021 Assessment

For the M.Ed. 524A and add-on certification (016), Gifted Education candidates, in AC 2020-2021, the target was met with 100% of candidates passing. Based on the analysis of the results in AC 2019-2020, in AC 2020-2021 the following action to develop assessment of Content and Process Differentiation to guide educational decisions for individuals with gifts and talents (NAGC/CEC Standard 4.2). In AC 2019-2020 the assessment to specify areas that candidates needed to improve as competent and proficient teachers was to be determined as candidates implemented the Content and Process Differentiation Lessons, but assessment of improvement could not be ascertained due to the school closings caused by COVID which shortened the 2020 spring semester. In AC 2020-2021, candidates could implement and assess the Content and Process Differentiation Lessons but were still affected by circumstances of COVID. Lessons had to be implemented both within the classroom and virtually. Reflections from the candidates indicated increased confidence in planning and implementing differentiation lessons but assessment in specific areas in Content and Process Differentiation to guide educational decisions for individuals with gifts and talents needed further development for improvement in implementing differentiation.

### For 524C (017):

Analysis for **524C**, in AC 2020-2021, 100% of candidates met target and scored “Proficient” on the rubric.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Although 100% of candidates met target in AC 2017-2018, AC 2018-2019, and AC 2019-2020 program faculty reviewed the evidence to ensure student learning, and based on the analysis of the results, faculty reviewed data to ensure that learning of effective communication and reading skills would continue to be promoted in the Early Intervention Program. Faculty have continued to modify course requirements/assessments to offer more practice with candidates in mastering communication skills. Course rubrics meet CEC and state standards, and candidates’ artifacts demonstrated student learning and mastery of CEC and content standards. Although 100% of candidates met target in AC 2018-2019 and AC 2019-2020, program faculty have reviewed the evidence of student learning and based on the analysis of the results, faculty will embed basic communication and reading skills in RDG 5020 Early Childhood Primary Reading Instruction.

### For 524D & 524E (013 & 014):

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. Although 100% of candidates met target in AC 2017-2018, AC 2018-2019, and AC 2019-2020 program faculty reviewed the evidence to ensure student learning, and based on the analysis of the results, faculty continued to introduce information about and promoted research into

## AC 2020 – 2021 Assessment

various replacement behaviors to promote the development of creative behavior management plans 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. In AY 2017-2018, 100% of candidates met target by scoring at least 80% on the rubric. 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 AY 2017-2018 and AY 2018-2019, program faculty have evaluated the evidence to review student learning, and based on the analysis of the results, faculty will introduce information about and promote research into various replacement behaviors to promote creative behavior management. In AY 2018-2019, 100% of candidates met target and scored at least 80% or better on the rubric. In AY 2019-2020, 100% of candidates met target and scored 80% or better on the rubric. In AY 2020-2021, 100% of candidates met target and scored 80% or better on the rubric.

**CEC High Leverage Practice: FBA:** *Conduct functional behavioral assessments to develop individual student behavior support plans (HLP10). Creating individual behavior plans is a central role of all special educators. A major part of developing such plans is to conduct a functional behavioral assessment any time behavior is chronic, intense, or impedes learning. A comprehensive functional behavioral assessment results in a hypothesis about the function of the student’s problem behavior. Once the function is determined, a behavior intervention plan is developed that teaches the student a pro-social replacement behavior that will serve the same or similar function; alters the environment to make the replacement behavior more efficient and effective than the problem behavior; alters the environment to no longer allow the problem behavior to access the previous outcome; and includes ongoing data collection to monitor progress.*

**Reference:** *Council for Exceptional Children & CEEDAR Center. (2019). Introducing high-leverage practices in special education: A professional development guide for school leaders. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www. highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.*

### Action - Decision or Recommendation:

#### For 524A (016):

Based on the analysis of results in AC 2020-2021, the following action to assess specify areas that candidates may need to improve in their development as competent and proficient teachers provides evidence of positive learning for the candidates in planning of differentiating content and process of curricula that align with the NAGC/CEC Standards. In alignment with the standards, the candidates indicated ability to plan and

## AC 2020 – 2021 Assessment

implement differentiated lessons using content knowledge, open-endedness, and higher-level thinking. In planning lessons, candidates were able to differentiate content that was distinguished from the general curriculum that incorporated advanced, conceptually challenging, abstract, in-depth, distinctive, and complex content. Candidates planned process differentiation of inquiry-based, problem-based, and project-based study, study of people and methods, discovery learning, and evidence of reasoning. Candidates planned for freedom of choice and varied experiences for their students. Candidates were able to assess specific areas for improvement in differentiating but based on certain COVID restraints, analysis of candidates' planning and implementing of Content and Process Differentiation indicated a need to increase comfort with the ability to implement and assess differentiation, The plan of action for AC 2021-2022 would be for further assessment development of Content and Process Differentiation implementation to increase confidence in differentiation and delineate specific areas for improvement in implementing differentiation.

### For 524C, 524D, 524E:

In AC 2020-2021, the targets were met. Based on the analysis of AC 2019-2020 data, for 524C & 017, faculty enhanced implementation of the Family Literacy Parent Pack. For 524D, 524E, 013, 014, 015, & 024, candidates mastered the knowledge and skills that all special educators should have in the area of Functional Behavioral Assessment, a high-leverage practice based on CEC Standards. Faculty will consider the content for special education to match the national CEC standards for special educators. These changes will improve the student's ability to apply discipline-specific content knowledge in professional practice, thereby continuing to push the cycle of improvement forward.:

### SLO 3: For 524A, 524C & 017, 524D & 013, 524E & 014, 015), Students will model ethical and professional behaviors

#### Course Map:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	<b>524A: SPED 5900 Practicum</b> Candidates demonstrate professional learning and ethical practice in working with students with gifts and talents.

## AC 2020 – 2021 Assessment

Model professional behaviors and characteristics. (Dispositional Evaluation)	<b>524C &amp; 017, 524D &amp; 013, 524E &amp; 014, 015, 024:</b> SLO 3 is evaluated using a Disposition Form in SPED 5960 Interactive Teaming and Physical and Medical Management for <b>524C &amp; 017, 524D &amp; 013, 524E &amp; 014, 015, 024</b> programs. Candidates will model the Council for Exceptional Children Professional and Ethical Standards
---	---

### Measure 3.1. (Dispositions)

For 524A (016), SLO 3 is assessed through the candidates' successful completion of the practicum experience and Practicum Reflective Journal Assessment that specifically provides evidence of candidates' application of knowledge and skills and ability to reflect and improve practice. The Practicum Reflective Journal Assessment is a summative report of the weekly reflective journals. At the end of the practicum semester, the scores for the weekly journals are summed and percentages for each category and criteria are determined. A rubric developed by the faculty is used to assess the practicum reflective journal posts. The candidates post weekly reflective journals online during their practicum with a total of thirteen weekly reflective journal posts. These postings are explanations about WHAT candidates are teaching and reflections about HOW they are teaching. The candidates share activities, list methods of instruction and resources, tell how they are planning, implementing, and assessing differentiated curriculum for gifted instruction, provide positive learning environments, and describe what students are learning. They share authentic classroom experiences and interactions attending to the cognitive, affective, and diverse needs of the gifted and how they are learning from their students. Then the candidates share their critiques, insights, and plans for improvement. Each week different aspects of learning, teaching, and standards of learning are emphasized but by the end of the semester, candidates are confident professionals who can articulate and implement instruction for students with gifts and talents. All candidates enrolled in practicum read each other's Reflective Journals and provide encouragement, empathy, and feedback. The candidates are given instruction related to providing a safe, inclusive environment in the course that should mirror what they are doing in the classroom, especially in providing feedback to each other. Candidates are provided time between the end of the week they are reporting on to the due date for posting and then additional time for reading and writing responses such that they can create thoughtful and thought-provoking posts and responses. Observations of the candidates occur during the semester, but the Reflective Journals provide the best picture of what the candidates are doing in the classroom. Part of the reason for this is because the Reflective Journals show the entire process of modeling professional behaviors from gaining knowledge and skills, to teaching from the knowledge and skills, to assessing learning, to making changes while collaborating, providing feedback, and engaging in professional learning and ethical practice whereas the observations do not show that entire loop, only a snapshot of modeling professional

## AC 2020 – 2021 Assessment

behaviors.

*For 524C & 017, 524D, 524E & 013, 014, 015, 024, SLO 3 is evaluated using the NSU Disposition Form in SPED 5960 Interactive Teaming and Physical and Medical Management for 524C, 524D, & 524E programs. The Disposition Form is the artifact which is used to provide evidence of each student's disposition.*

Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in the InTASC Standards and the CAEP 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”.

### Finding:

#### For 524A (016):

- **AC 2016-2017:** Target met. Over 70% of candidates scored at Proficient or Exemplary.
- **AC 2017-2018:** Target met. Over 80% of candidates scored at Proficient or Exemplary
- **AC 2018-2019:** Target met. Over 80% of candidates scored at Proficient or Exemplary.
- **AC 2019-2020:** Target met. Over 90% of candidates scored at Proficient or Exemplary.
- **AC 2020-2021:** Target met. 80% of candidates scored at Proficient or Exemplary.

#### For 524C, 524D, 524E (017, 013, 014, 015, 024):

- **AC 2016-2017:** 100% of candidates met target
- **AC 2017-2018:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target
- **AC 2019-2020:** 100% of candidates met target
- **AY 2020-2021:** 100% of candidates met target

### Analysis:

#### For the M.Ed. 524A and add-on certification (016), Gifted Education candidates.

In AC 2020-2021, the target was met as the *Practicum Reflective Journal* summative assessment indicates over 80% candidates scored at Proficient (40.0%) or Exemplary

## AC 2020 – 2021 Assessment

(60.0%) as candidates demonstrated improvement in collaborative experiences, mentoring, and advocacy through the practicum experience. Based on the analysis of the results in AC 2019-2020, in AC 2020-2021 the following action of providing learning experiences for candidate improvement in collaboration and ability to demonstrate professional learning and ethical practice in teaching and working with students with gifts and talents as all candidates distinctly improved in collaboration when teaching students with gifts and talents. The successful completion of the practicum experience and *Practicum Reflective Journal* Assessment provided evidence of candidates' ability to demonstrate professional and ethical knowledge and skills to assess, reflect, and inform their educational practice, engage in lifelong learning, and to advance the profession through advocacy and mentoring and they improved their teaching by applying information from organizations and publications from the field of gifted education and formal writing (NAGC/CEC Standard 6:6.1, 6.2, 6.3, 6.4, 6.5). Due to COVID restraints, candidates completed their practicum experiences both in the classroom and virtually. The unique circumstances contributed to the increased improvement in collaboration.

### **For 524C & 017, 524D & 013, 524E & 014, 015, & 024:**

In AC 2020-2021, the target was met. Based on information gathered from analysis of the AC 2020-2021 data, faculty will implement the following efforts in AC 2021-2022 to drive the cycle of improvement. In AC 2021-2022, faculty will implement the Disposition form which matches the international Council for Exceptional Children Professional and Ethical Standards. Faculty will align content for special education with the international CEC standards for special educators. These changes will improve the student's ability to model professional behaviors and characteristics, thereby continuing to push the cycle of improvement forward.

**SLO 4: For 524C, 524D, 524E, (and for 2019-2020 017, 013, 014, 015, 024) students will identify a classroom need and write a mini-grant to meet it.**

#### **Course Map:**

- *SLO 4 is assessed through a mini-grant writing project and self-reflection in the course SPED 5960 Interactive Teaming and Physical and Medical Management.*

<b>Departmental Student Learning Goal</b>	<b>Program Student Learning Outcome</b>
---	---

## AC 2020 – 2021 Assessment

<p>Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3, Lesson Plan)</p>	<p><b>For 524A, EDUC 5850 Oral Portfolio Defense. Portfolio included artifacts from SPED 5830, SPED 5840, SPED 5860, SPED 5870, SPED 5890, ETEC 5710, ETEC 5760, EDCI 5020, EDCI 5030, and EDUC 5010</b> Candidates demonstrate creativity, ideas, processes, and experiences in gifted education.</p> <p><b>For 524C, 524D, 524E (add 017, 013, 014, 015):</b> Candidates will exhibit creative thinking in special education by identifying a specific classroom/student need and writing a mini-grant to meet the need.</p>
<p>Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant <b>Collaboration:</b> For special education teachers, constantly working with a wide range of people—other teachers, school staff, families, and caregivers—is more than part of the job description. Working and collaborating with these various groups is essential and ultimately provides many benefits for students. Implementing collaboration practices builds effective relationships and creates a better understanding of students’ needs, which allows them to succeed. <b>Reference:</b> Council for Exceptional Children &amp; CEEDAR Center. (2019). <i>Introducing high-leverage practices in special education: A professional development guide for school leaders</i>. Arlington, VA: Council for Exceptional Children &amp; CEEDAR Center. <a href="http://www.highleveragepractices.org">www.highleveragepractices.org</a>. Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy &amp; Associates developed the guide.</p>	<p><b>For 524C, 524D, 524E (add 017, 013, 014, 015):</b> Candidates will exhibit creative thinking in special education by identifying a specific classroom/student need and writing a mini-grant to meet the need.</p>

## AC 2020 – 2021 Assessment

### Measure 4.1. (Knowledge and Skills)

For **524A**, SLO 4 is assessed through an *Oral Portfolio Defense*. The assessment benchmark performance is 80% of candidates scoring at the Acceptable level or higher in all categories. The candidates complete a *Portfolio* of the knowledge, experiences, and growth they gained through the Gifted Education program. Each candidate is assigned a committee of three faculty members including the Major Professor. The committee reviews the *Portfolio* and ensures that the portfolio is complete, containing artifacts from all courses in the program. The *Portfolio* assessment is both a structured and dynamic comprehensive compilation of the candidate's experience and performance in the program. Candidates submit artifacts to an Electronic Portfolio System to develop their *Portfolio*, then submit their *Portfolio* on a DVD. Throughout the Gifted Education program, specific artifacts are stored in the Electronic Portfolio System as key assessments assigned from each course. However, individual differences are supported such that each portfolio is unique as candidates are allowed and encouraged to include other items that they believe have indicated learning and growth in Gifted Education, including examples of their students' work. The *Portfolio* is an electronic portfolio for all candidates. Once the committee has ensured that the *Portfolio* contains the required artifacts, the committee reviews the *Portfolio* for quality using a rubric developed by faculty in the Gifted Education program. The categories on the rubric are Target, Acceptable, and Not Acceptable and the committee delivers a consensus rating based on the following criteria. The Target category indicates candidates were highly effective in making connections with the artifacts in their *Portfolios* which led to an increased effectiveness in instructional planning and professionalism. Candidates were responsible, made excellent decisions, were very creative, and purposely engaged in critical thinking and problem solving. The Acceptable category indicates candidates could be responsible, make good decisions, and reveal creative/critical thinking but not as effectively as the Target category. Not Acceptable would indicate lack of responsibility, decision-making, creative/critical thinking through incomplete or inaccurate descriptions. A Written and Oral Defense of the *Portfolio* by the candidate is presented to the committee who rate each candidate in the same manner as rating the portfolio. Committee members also ask questions related to the *Portfolio* and each of the courses. The three committee members rate each candidate, then a consensus is decided to determine if the candidate was satisfactory or unsatisfactory overall in the Oral Defense. Very rarely is a candidate rated unsatisfactory such that they must redo the Oral Defense completely. However, candidates may be rated Not Acceptable by the majority of the committee in specific categories and then the candidate will need to prepare a specific written report for that category or categories as directed by the committee and/or another oral defense of that category or categories. 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

## AC 2020 – 2021 Assessment

M.Ed. degree.

*For 524C, 524D, 524E (2019-2020 add 017, 013, 014, 015, 024), SLO 4 is assessed through a mini-grant writing project and self-reflection in the course SPED 5960 Interactive Teaming and Physical and Medical Management. The artifact used to provide evidence is the Louisiana Council for Exceptional Children Grant Guidelines. Candidates follow the step-by-step guidelines. The assessment was developed through the Louisiana Council for Exceptional Children Executive Board as criteria for funding teacher proposal for \$500 for the 2016-2017 school year and for \$425 and a national CEC membership for the 2017-2018 school year. SLO 4 is assessed through a CEC Grant Writing project in SPED 5960 Interactive Teaming and Physical and Medical Management. The assessment is evaluated using a rubric, and the target performance is that 100% of candidates will 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. 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 every October. The assessment is aligned with CEC standards and for the AC 2016-2017 six candidates received funding for their proposals. For the AC 2017-2018 eight candidates received funding for their proposals. For the AC 2018-2019 six candidates received funding for their proposals. For the AC 2019-2020, 7 candidates received funding for their proposals. Awards were suspended during AC 2020-2021 due to COVID-19 and the cancellation of the CEC State Meeting. Students will be eligible to submit in AC 2021-2022.*

### **Finding:**

#### **For 524A:**

- **AC 2016-2017:** Target met. 100% of candidates scored Acceptable or Target.
- **AC 2017-2018:** Target met. 100% of candidates scored Acceptable or Target.
- **AC 2018-2019:** Target met. 100% of candidates scored Acceptable or Target.
- **AC 2019-2020:** Target met. 100% of candidates scored Acceptable or Target.
- **AC 2020-2021:** Target met. 100% of candidates scored Acceptable or Target.

#### **For 524C, 524D, 524E:**

- **AC 2016-2017:** 100% of candidates met target
- **AC 2017-2018:** 100% of candidates met target
- **AC 2018-2019:** 100% of candidates met target

## AC 2020 – 2021 Assessment

- **AC 2019-2020:** 100% of candidates met target (add 017, 013, 014, 015, 024)
- **AC 2020-2021:** 100% of candidates met target

### Analysis:

#### For 524A:

Having implemented the plan of action from AC 2019-2020 to demonstrate creativity, ideas, processes, and experiences in gifted education, instructions were revised and activities enhanced to improve candidates' formal writing and discussion of theoretical and ethical elements in the practice of teaching through differentiation of curricula for students with gifts and talents analysis of the *Portfolio* documents in AC 2020-2021 indicated the committee rated candidates as Target (83.3%) meaning clearly responsible and decisively demonstrating creative/critical thinking and decision making, rated candidates as Acceptable (16.7%) meaning responsible but brief in their descriptions, and 0 as Not Acceptable. Analysis of written report indicates the committee rated candidates initially as Target (63.6%) whereas the committee rated candidates as Acceptable (18.2%) and rated candidates as Not Acceptable (18.2%) meaning incomplete or inaccurate in description and/or demonstration of creative/critical thinking or decision making. Four candidates were required to rewrite the written defense report. Ratings based on the rewrites were Target (72.7%); Acceptable (27.3%), and Not Acceptable (0). In the oral defense, the committee ratings of candidates ranged from 85.7% to 92.9% as Target and 7.1% to 14.3% as Acceptable for all categories. There were no ratings of Not Acceptable in all categories. Improvement of candidates' responsibility and creativity, ideas, processes, and experiences in gifted education was shown through candidates' effectiveness in making connections with the artifacts in their portfolios leading to a sustained growth in professionalism. Candidates were responsible, able to demonstrate creativity, ideas, processes, and experiences in gifted education based on the revision of instructions and enhanced activities. Specifically, all courses were reviewed to ensure processes and products that contributed to the improvement of comprehension and application of theory in gifted education.

For **524C, 524D, 524E**, in AC 2017-2018, 2018-2019, and 2019-2020 **and 017, 013, 014, 015, 024**), 100% of candidates met target and scored "Proficient" according to the LA-CEC Mini-Grant rubric. CEC standards require mastery in this area, and projects that fail to meet these standards are returned with feedback for candidates to correct. Furthermore, the students who received funding for their grants were invited to present at the Louisiana Council for Exceptional Children (LA-CEC) Poster Session at the state conference. This grant provided each student with an opportunity for a professional research and scholarly presentation at a state conference.

**Collaboration:** For special education teachers, constantly working with a wide range of people—other teachers, school staff, families, and caregivers—is more than part of the job description. Working and collaborating with these various

## AC 2020 – 2021 Assessment

groups is essential and ultimately provides many benefits for students. Implementing collaboration practices builds effective relationships and creates a better understanding of students' needs, which allows them to succeed.

**Reference:** Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

### Action – Decision or Recommendation:

#### For 524A:

In AC 2020-2021 the target was met.

Based on the analysis of results in AC 2019-2020, in AC 2021-2022 the following action will be taken to support the improvement in candidates making connections with the artifacts in their portfolios leading to increased growth in professionalism. Candidates will be able to demonstrate creativity, ideas, processes, and experiences in gifted education through reflective and peer analysis of written and oral activities aligned with NAGC/CEC standards.

#### For 524C, 524D, 524E, 017, 013, 014, 015, 024)

In AC 2020-2021, 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 enhance the implementation of the Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant to match the international Council for Exceptional Children Professional and Ethical Standards. Faculty will align content for special education to match the international CEC standards for special educators.

### SLO 5: The student applies responsibility-taking, decision making, and problem solving to inform assessment actions.

#### Course Map:

- SLO 5 is evaluated through a Curriculum-based Assessment (CBA) project and the use data in problem-solving in SPED 5380 Curriculum-based Assessment.

Departmental Student Learning Goal	Program Student Learning Outcome
------------------------------------	----------------------------------

## AC 2020 – 2021 Assessment

<p><b>524A</b> Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)</p>	<p>For <b>524A</b>, SPED 5840 Identification of students with gifts and talent presentation Candidates demonstrate responsible decision making and problem-solving using data to inform actions when appropriate.</p>
<p><b>524C, 524D, 524E (and 017, 013, 014, 015, 024)</b> Candidates will make responsible decisions and problem-solve using curriculum-based assessment data to inform actions when appropriate.</p> <p><b>Assessment</b> plays a foundational role in special education. Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. This requires knowledge about assessment and skills to use and interpret data; it also requires knowledge and skills to use informal assessments to develop students' individualized education programs (IEPs), design and evaluate instruction, and monitor student progress.</p> <p><b>Reference:</b> Council for Exceptional Children &amp; CEEDAR Center. (2019). <i>Introducing high-leverage practices in special education: A professional development guide for school leaders</i>. Arlington, VA: Council for Exceptional Children &amp; CEEDAR Center. <a href="http://www.highleveragepractices.org">www.highleveragepractices.org</a>. Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy &amp; Associates developed the guide.</p>	<p>For <b>524C, 524D, 524E, (and 017, 013, 014, 015, 024)</b> candidates will make responsible decisions and problem-solve using curriculum-based assessment data to inform actions when appropriate.</p>

### Measure 5.1. (Knowledge and Skills)

For **524A**, SLO 5 is assessed in SPED 5840 where candidates learn about the identification of students with gifts and talents. Candidates gain theoretical knowledge and practical principles related to understanding the process and

## AC 2020 – 2021 Assessment

procedures for identification of students with gifts and talents. They learn about the state policies and procedures, but they also learn assessment and identification processes related to several theoretical models. Candidates gain knowledge regarding the limitations and biases of assessments and comprehend equitable approaches for identifying learners from diverse backgrounds. They learn how to engage school personnel and families in the process of identification and placement. The Identification of Gifted Students PowerPoint Presentation helps them gain skills in collaboration and advocacy for the gifted. Candidates are given specific instructions to choose an audience to share the policies about identification from the State and compare identification and assessment based on a model or theory from your readings in a PowerPoint (or other media) presentation. A rubric developed by faculty is used to assess the message content of the presentation and the effectiveness of message delivery, including audience awareness. The assessment aligns with NAGC/CEC standards for assessment and professional practice and ethics with emphasis related to relevant laws and policies, characteristics of learners, and individual differences. Specifically, knowledge of state laws and policies regarding identification of the gifted is necessary to develop this presentation as candidates are assessed for comparing state policies with their understanding of learners and learning differences (NAGC/CEC Standard 4:4.1, 4.2, 4.3, 4.4; 6:6.3). Candidates delineate identification procedures with comparisons of non-biased and equitable approaches for identifying learners from diverse backgrounds (NAGC/CEC Standard 4:4.1). One of the primary objectives is to evaluate knowledge of existing procedures as well as uses and limitations of assessments for identification and differentiation of assessments and results (NAGC/CEC Standard 4:4.2). Candidates are assessed on audience awareness as collaboration with families of the gifted and other school personnel regarding assessment and decision-making is an important part of the assessment process (NAGC/CEC Standard 4:4.3). Candidates describe qualitative and quantitative assessment instruments for developing goals and objectives (NAGC/CEC Standard 4:4.4). Candidates are assessed for their professional ethics and modeling of respect for diversity (NAGC/CEC Standard 6:6.3).

For **524C, 524D, 524E**, SLO 5 is evaluated using a Curriculum-based Assessment (CBA) project and reflection for 524C in SPED 5310 Identification and Assessment in Early Intervention and in 524D & 524E in SPED 5380 Curriculum-based Assessment. The CBA assessment is evaluated using a rubric based on CEC Standard 4 Assessment: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. A CBA rubric was developed, and Louisiana follows the CEC Standards. The quality of the assessment was measured using CEC measurement principles and practices to interpret assessment results. The criteria for success are the candidates' ability to use multiple types of assessment information in making responsible decisions and problem-solving using CBA data.

## AC 2020 – 2021 Assessment

### Finding:

#### For 524A:

- **AC 2016-2017:** Target met. 90% of candidates scored at Proficient or Exemplary.
- **AC 2017-2018:** Target met. 90% of candidates scored at Proficient or Exemplary
- **AC 2018-2019:** Target met. 90% of candidates scored at Proficient or Exemplary.
- **AC 2019-2020:** Target met. 90% of candidates scored at Proficient or Exemplary.
- **AC 2020-2021:** Target met. 90% of candidates scored at Proficient or Exemplary.

#### For 524C, 524D, 524E:

- **AC 2016-2017:** 100% of 524C, 524D, and 524E candidates met target
- **AC 2017-2018:** 100% of 524C, 524D, and 524E candidates met target
- **AC 2018-2019:** 100% of 524C, 524D, and 524E candidates met target
- **AC 2019-2020:** 100% of 524C & 017, 524D & 013, 524E & 014, 015, & 024 candidates met target.
- **AY 2020-2021:** 100% of 524C & 017, 524D & 013, 524E & 014, 015, & 024 candidates met target.

### Analysis:

#### For 524A (016):

In AC 2020-2021, the target was met.

Gifted Education candidates in AC 2020-2021, the target was met with candidates scoring at proficient (33.3%) and at exemplary (67.7%) in identification process of students with gifts and talents. Based on analysis of the results in AC 2019-2020, in AC 2020-2021 the following action of incorporating and revising activities in this course and other courses was to improve candidate learning in identifying and assessing students with gifts and talents to guide educational decisions. Specifically, in the presentation of identifying gifted, 100% of candidates scored exemplary in presenting message of content related to differentiation of assessments and results, use of assessments for developing goals and objectives, effectiveness of the message delivery, and text appearance of slides in the presentation. The effectiveness of presenting of message of content relate to assessment of bias (6.7% proficient, 93.3% exemplary), appearance and editing (6.7% proficient, 93.3% exemplary), and content accuracy (20.0% proficient, 50.0% exemplary) indicated that overall, the presentations were positive in showing candidate improvement demonstrating responsible decision-making and problem-solving in using data to inform educational practice. The improvement in candidate learning was directly related to increased activities related to identification of students with gifts and talents using the knowledge of identification and assessment to develop appropriate educational plans in strategies in learning.

## AC 2020 – 2021 Assessment

### For 524C & 017, 524D & 013, 524E & 014, 015, & 024:

In AC 2020-2021, the target was met.

Based on analysis of the AC 2019-2020 results, faculty made the following changes in AC 2020-2021 to drive the cycle of improvement. In AC 2019-2020, faculty reviewed the evidence and enhanced the content of strategic adaptations and modifications and collaboration with families. This effort to engage in program improvement strengthened candidates' ability to make responsible decisions and problem-solve short and long-term individualized instruction plans for both general and special education curricula using CBA data. As a result of these changes, in AC 2020-2021 the target was met. In AC 2020-2021, and after a thorough review of the data, program faculty agree that multiple types of assessment decisions including strategic adaptations and modifications in response to an individual's exceptional learning needs, and the interpretation of assessment results must be tied to monitoring the learning progress of individuals with exceptional learning needs. Candidates must be able to make instructional adjustment decisions and problem-solve based on these data. Furthermore, they must be able to discuss the results with families in a nonbiased, meaningful way. These changes had a direct impact on the student's ability to make responsible decisions and problem-solve, using data to inform actions when appropriate.

Assessment plays a foundational role in special education. Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. This requires knowledge about assessment and skills to use and interpret data; it also requires knowledge and skills to use informal assessments to develop students' individualized education programs (IEPs), design and evaluate instruction, and monitor student progress.

Reference: Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www. highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

### **Action – Decision or Recommendation:**

#### **For 524A (016):**

Based on the analysis of results in AC 2020-2021, the following action of providing learning activities related to improvement in candidates demonstrating responsible decision making and problem-solving using data to inform actions when appropriate. Specifically, candidates demonstrating their ability to identify and assess students with gifts and talents need to improve accuracy of content in the use of supporting evidence.

## AC 2020 – 2021 Assessment

### For 524C & 017, 524D & 013, 524E & 014, 015, & 024:

In 2020-2021, the target was met as 100% of candidates mastered the curriculum-based assessment content. Based on the analysis of AC 2020-2021 data, for 524C & 017, faculty will continue with the Louisiana Council for Exceptional Children's high-leverage practice of assessment. For 524D, 524E, 013, 014, 015, & 024, faculty will continue with the Louisiana Council for Exceptional Children's high-leverage practice of assessment.

Faculty consider the content for special education to match the international CEC standards for special educators.

### Comprehensive Summary of Key Evidence of Seeking Improvement Based on Analysis of Results

For **524A (016)**, based on student learning for AC 2019-2020, program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement in AC 2020-2021. The 524A (016) program indicates candidates are gaining knowledge, skills, and dispositions related to teaching students with gifts and talents that align with NAGC/CEC standards.

- **SLO 1:** Candidates are demonstrating content knowledge to support their skill development and practical application in teaching students with gifts and talents as assessed by the *Content Assessment* of online posts. Based on analysis of results in AC 2020-2021, candidates are improving in teaching of students with gifts and talents and building networks of collaborative partners through the online and school community. The development of the online community through the online interaction of assignments continues to be the most powerful outgrowth of the online post reports. Teachers gained significantly in deliberate use of collaboration.
- **SLO 2:** Candidates are demonstrating the ability to plan differentiated lessons for students with gifts and talents. Specific analysis of candidates' learning knowledge and skills of differentiation indicate their ability to plan lessons of differentiation incorporating advanced, conceptually challenging, abstract, in-depth, distinctive, and complex content and process that engages students with gifts and talents in problem-based, project-based, and discovery learning. Candidates' ability to implement and assess the differentiated lesson plans was still affected by circumstances of COVID. Lessons had to be implemented both within the classroom and virtually. Reflections from the candidates indicated increased confidence in planning and implementing differentiation lessons but assessment in specific areas in Content and Process Differentiation to guide educational decisions for individuals with gifts and talents needed further development for improvement in implementing differentiation.
- **SLO 3:** Candidates demonstrated improvement in collaborative experiences, mentoring, and advocacy but due to COVID restraints, candidates completed

## AC 2020 – 2021 Assessment

their practicum experiences both in the classroom and virtually. The unique circumstances contributed to the increased improvement in collaboration. Candidates' improvement in demonstrating professional learning and ethical practice in gifted education was enhanced through increased communication and collaboration in the practicum.

- **SLO 4:** The learning through the written and oral portfolio defense indicates improvement of candidates' responsibility and creativity, ideas, processes, and experiences in gifted education as shown through candidates' effectiveness in making connections with the artifacts in their portfolios based on the revision of instructions and enhanced activities. Specifically, all courses were reviewed to ensure processes and products that contributed to the improvement of comprehension and application of theory in gifted education.
- **SLO 5:** The improvement in candidate learning in using assessments to identify gifted characteristics demonstrated responsible decision-making and problem-solving in using data to inform educational practice. The improvement in candidate learning was directly related to increased activities related to identification of students with gifts and talents using the knowledge of identification and assessment to develop appropriate educational plans in strategies in learning.

For **524C, 524D, 524E:** Based on student learning for AC 2017-2018, AC 2018-2019, and 2019-2020, and AC 2020-2021 including 017, 013, 014, 015, 024, program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement.

- **SLO 1:** Faculty identified the lowest content score for each SPED PRAXIS exam and embed or enhance this specific content in SPED course content. Planned use of data for course content improvement and support of candidate learning is an ongoing 12-month process. 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, but only exceeded the national median score by several points.
- **SLO 2:** For **524D & 524E**, introduced information about and promote research into various replacement behaviors to promote creative behavior management and enhance ability to meet SLO 2.
- **SLO 3:** Faculty added resources relating to Equity, Diversity, and Individual Needs to support student learning along with professional and ethical standards and enthusiasm. This effort to engage in program improvement will strengthen candidates' knowledge, skills, and dispositions relating to growing as culturally responsive professionals.
- **SLO 4:** Faculty placed greater emphasis on ethics and professional

## AC 2020 – 2021 Assessment

standards. Students are encouraged to join professional teaching organizations, such as the Council for Exceptional Children.

- **SLO 5:** Program faculty enhanced the content of strategic adaptations and modifications and collaboration with families. This effort to engage in program improvement will strengthen candidates' ability to make responsible decisions and problem-solve short and long-term individualized instruction plans for both general and special education curricula using CBA data.
- **SLO 1, SLO 2, SLO 3, SLO 4, SLO 5:** In 2019, the Council for Exceptional Children (CED) published additional standards for High-Leverage Practices in the areas of Assessment, Collaboration, Instruction, and Social/Emotional/Behavioral. Faculty ensured that High-Leverage Practices were being taught and key assessments were reflecting this high-leverage content in the Master of Education Programs and in the add-on certification programs.

### Plan of Action Moving Forward.

For **524A (016)**, faculty will continue to review and use data, revise or change assessments to gain data specificity, in order to improve candidate learning and provide program improvement.

- **SLO 1:** Faculty will continue to assess specific content knowledge to enhance candidate learning in each SPED course and ensuring alignment with NAGC/CEC standards. Faculty will monitor the *Content Assessment* to make revisions as needed to ensure candidates' growth in content knowledge. Both revisions of essay prompts for the online posts with alignment to the NAGC/CEC standards and faculty identification of the lowest content scores will provide for further improvement.
- **SLO 2:** Faculty will continue to review, use data, and revise activities in SPED 5890 to improve candidates' ability to plan, implement, and assess curricula for students with gifts and talents. Candidates were able to assess specific areas for improvement in differentiating but based on certain COVID restraints, analysis of candidates' planning and implementing of Content and Process Differentiation indicated a need to increase comfort with the ability to implement and assess differentiation; therefore, further assessment development of Content and Process Differentiation to increase confidence in differentiation and delineate specific areas for improvement in implementing differentiation is needed.
- **SLO 3:** Faculty will continue to provide learning experiences for candidate improvement in collaboration and ability to demonstrate professional learning and ethical practice in teaching and working with students with gifts and talents. Specifically, the action plan of providing learning activities related to improvement

## AC 2020 – 2021 Assessment

in modeling professional behaviors and characteristics during the practicum process will be assessed regarding candidates' ability to advance the profession through advocacy and mentoring.

- **SLO 4:** Faculty will continue to revise instructions and enhance activities to support the improvement in candidates making connections with the artifacts in their portfolios leading to increased growth in professionalism. Candidates will be able to demonstrate creativity, ideas, processes, and experiences in gifted education through reflective and peer analysis of written and oral activities aligned with NAGC/CEC standards.
- **SLO 5:** Faculty will improve candidate learning in using the knowledge of identification and assessment to guide educational decisions for students with gifts and talents. The action of providing learning activities demonstrating responsible decision making and problem-solving ability for identifying and assessing students with gifts and talents whereby candidates' improvement indicating accuracy of content in the use of supporting evidence through presentations of identification methods to appropriate audiences.

For **524C, 524D, 524E**, the program faculty have examined the evidence and results of data analysis from AY 2018-2019, AY 2019-2020, and AY 2020-2021 including 017, 013, 014, 015, 024 and will take steps to enhance student learning for program improvement for AY 2021-2022.

- **SLO 1** For 017, 013, 014, 015, 524C, 524D, 524E Faculty will proceed to identify the lowest content score for each SPED PRAXIS exam and embed or enhance this specific content in SPED course content in Content Category II Planning and the Learning Environment. Faculty will embed learning objectives that are measurable and appropriately challenging in special education coursework.
- **SLO 2** For **524C and 017**, program faculty will embed basic communication and reading skills in RDG 5020 Early Childhood Primary Reading Instruction. For **524D and 013 & 524E and 014, 015**, program faculty will introduce information about and promote research into various replacement behaviors to promote creative behavior management.
- **SLO 3** For **524C and 017, 524D and 013, & 524E and 014, 015** candidates, they need content enhancement in two specific areas: Professionalism: Communicates effectively verbally and in written work (CAEP A.1.1., PRO) and Reflective Practice: Evaluates and reflects on own ability to integrate technology and innovation to enhance professional ability (InTASC 9, CAEP A.1.1, T, PRO). These two constructs will be reinforced in the course SPED 5960 Interactive Teaming and Physical and Medical Management by using a self-reflective rubric for communication and technology.

## AC 2020 – 2021 Assessment

- **SLO 4 For 524C, 524D, 524E and for 017, 013, 014, 015, 024** candidates, they will focus on identifying the specific needs of the students in their classroom. They will use basic communication skills to in collaborating with school faculty and principal to enhance the quality of their min-grant document. This construct will be added to the LA-CEC Mini-Grant Rubric.
- **SLO 5 For 524C, 524D, 524E and for 017, 013, 014, 015, 024** to improve student learning and program improvement, program faculty will enhance the content of *strategic adaptations and modifications and collaboration with families in the course (For 524C and 017 SPED 5310 Identification and Assessment of Early Childhood Education and for 524D and 013 & 524E and 014, 015, and 024 SPED 5380 Curriculum-based Assessment.)*
- **SLO 1, SLO 2, SLO 3, SLO 4, SLO 5: In 2019**, the Council for Exceptional Children (CED) published additional standards for High-Leverage Practices in the areas of Assessment, Collaboration, Instruction, and Social/Emotional/Behavioral. Faculty ensured that High-Leverage Practices were being taught and key assessments were reflecting this high-leverage content in the Master of Education Programs and in the add-on certification programs.

### High-Leverage Practices

(McLeskey, J., Barringer, M-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017, January). *High-leverage practices in special education*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. © 2017 CEC & CEEDAR)

The twenty-two high-leverage practices for special education are designed to serve as a road map for guiding teacher preparation, professional development, and/ or current self-assessment. To make the practices more understandable and easier to use, they are organized around four intertwined areas of practice—collaboration, assessment, social/emotional/behavioral, and instruction

**Assessment** plays a foundational role in special education. Effective special educators understand that students with disabilities are complex learners who have unique needs that exist alongside their strengths. This requires knowledge about assessment and skills to use and interpret data; it also requires knowledge and skills to use informal assessments to develop students' individualized education programs (IEPs), design and evaluate instruction, and monitor student progress.

**Reference:** Council for Exceptional Children & CEEDAR Center. (2019).

*Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

## AC 2020 – 2021 Assessment

**Collaboration:** For special education teachers, constantly working with a wide range of people—other teachers, school staff, families, and caregivers—is more than part of the job description. Working and collaborating with these various groups is essential and ultimately provides many benefits for students. Implementing collaboration practices builds effective relationships and creates a better understanding of students' needs, which allows them to succeed.

**Reference:** Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

**Functional Behavioral Assessment (FBA):** Effective special education teachers establish a consistent, organized, and respectful learning environment to support student success. They recognize that academic and behavioral support strategies are more effective when delivered within the context of positive and caring teacher-student relationships, in a respectful and culturally responsive manner.

**Reference:** Council for Exceptional Children & CEEDAR Center. (2019). *Introducing high-leverage practices in special education: A professional development guide for school leaders*. Arlington, VA: Council for Exceptional Children & CEEDAR Center. [www.highleveragepractices.org](http://www.highleveragepractices.org). Permission is granted to reproduce/adapt this guide with acknowledgment. Warger, Eavy & Associates developed the guide.

<https://www.cec.sped.org/~media/Files/Standards/Professional%20Preparation%20Standards/Initial%20Preparation%20Standards%20with%20Explanation.pdf>

CEC Initial Preparation Standard 1: Learner Development and Individual Learning Differences

CEC Initial Preparation Standard 2: Learning Environments

CEC Initial Preparation Standard 3: Curricular Content Knowledge

CEC Initial Preparation Standard 4: Assessment

CEC Initial Preparation Standard 5: Instructional Planning and Strategies

CEC Initial Preparation Standard 6: Professional Learning and Ethical Practice

CEC Initial Preparation Standard 7: Collaboration

**COUNCIL FOR EXCEPTIONAL CHILDREN ETHICAL PRINCIPLES AND STANDARDS.** All EDSP courses are designed to support and model the

### **CEC Ethical Principles for Special Education Professionals**

Professional special educators are guided by the CEC professional ethical principles and practice standards in ways that respect the diverse characteristics and needs of individuals with exceptionalities and their families. They are committed to upholding and advancing the following principles:

## AC 2020 – 2021 Assessment

- A. Maintaining challenging expectations for individuals with exceptionalities to develop the highest possible learning outcomes and quality of life potential in ways that respect their dignity, culture, language, and background.
- B. Maintaining a high level of professional competence and integrity and exercising professional judgment to benefit individuals with exceptionalities and their families.
- C. Promoting meaningful and inclusive participation of individuals with exceptionalities in their schools and communities.
- D. Practicing collegially with others who are providing services to individuals with exceptionalities.
- E. Developing relationships with families based on mutual respect and actively involving individuals with exceptionalities in educational decision making.
- F. Using evidence, instructional data, research and professional knowledge to inform practice.
- G. Protecting and supporting the physical and psychological safety of individuals with exceptionalities.
- H. Neither engaging in nor tolerating any practice that harms individuals with exceptionalities.
- I. Practicing within the professional ethics, standards, and policies of CEC; upholding laws, regulations, and policies that influence professional practice; and advocating improvements in laws, regulations, and policies.

## AC 2020 – 2021 Assessment

Programs	SLO 1	SLO 2	SLO 3	SLO 4	SLO 5
<b>524A</b>					
<b>524C &amp; 017</b>	PRAXIS exam 5691	Family Literacy Parent Pack	Disposition Form (CEC Professional & Ethical Standards)	Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant	Early Intervention Assessment (CEC Standards)
<b>524D &amp; 524E &amp; 013, 014, 015</b>	PRAXIS exam 5543	Functional Behavioral Assessment (CEC High-leverage Practice)	Disposition Form (CEC Professional & Ethical Standards)	Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant	Reading & Math: Curriculum-based Assessment (CBA-High Leverage Practice)
<b>024</b>	Response to Intervention Evaluation	Functional Behavioral Assessment (CEC High-leverage Practice)	Disposition Form (CEC Professional & Ethical Standards)	Louisiana Council for Exceptional Children (LA-CEC) Mini-Grant	Reading & Math: Curriculum-based Assessment (CBA-High Leverage Practice)