

**2018-19 Assessment Report  
Special Education\_M.Ed**

Student Learning Outcome 1	
Students completing a degree in Special Education (M.Ed.Traditional) will demonstrate a mastery of implementing effective teaching strategies with students with exceptionalities.	
Outcome 1: Assessment Measure 1	
Class:	SPE 540
Course Mode:	Face-to-Face
Assignment:	Interdisciplinary Differentiated Unit Plan Teaching Demonstration
Evaluation Tool:	Interdisciplinary Differentiated Unit Plan Teaching Demonstration Rubric
Performance Target:	80% of assessments will receive a mean overall score of 3 (meets expectations) or above on the Interdisciplinary Differentiated Teaching Demonstration rubric.
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.
Outcome 1: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Face-to-Face
Assignment:	Teaching Observation
Evaluation Tool:	Teaching Observation implementing effective teaching strategies Rubric
Performance Target:	80% of assessments will receive a mean overall score of 3 (meets expectations) or above on the Teaching Observation implementing effective teaching strategies section of the Rubric
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.

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Student Learning Outcome 2	
Students completing a degree in Special Education (M.Ed.Traditional) will demonstrate the ability to integrate Technology in the Learning Process.	
Outcome 2: Assessment Measure 1	
Class:	FED 529
Course Mode:	Face-to-Face
Assignment:	Assignment- "The Benefits of Technology"
Evaluation Tool:	Benefits of Technology Rubric
Performance Target:	The performance target is 80% or greater on "The Benefits of Technology" assignment on each of the domains of the rubric.
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.
Outcome 2: Assessment Measure 2	
Class:	SPE 540
Course Mode:	Face-to-Face
Assignment:	Technology Use with Diverse Students Paper
Evaluation Tool:	Technology Use with Diverse Students Paper Rubric
Performance Target:	80% of assessments will receive a mean overall score of 3 (meets expectations) or above on the rubric.
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.

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Student Learning Outcome 3	
Students completing a degree in Special Education (MEd. Traditional) will demonstrate: 1) professional and learning growth in their 2) current level of practice within the Alabama Continuum for Teacher Development	
Outcome 3: Assessment Measure 1	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	Internship Portfolio
Evaluation Tool:	Internship Portfolio Disposition and Growth Rubrics
Performance Target:	Candidates will earn an average of 3 or greater from the cooperating teacher and university supervisor on the Internship Disposition Rubric.
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.
Outcome 3: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	Teacher Evaluation
Evaluation Tool:	EDUCATE Alabama Tool (Dispositions and Growth) Rubrics
Performance Target:	Candidates will earn satisfactory score from the K-12 school administrator on the EDUCATE Alabama Tool.
Results:	No students in this program - No results to report
Use of Results:	No results. In 2018-19, there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain this assessment measure in the 2019-20 academic year.

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Program Outcome 1	
Increase Admissions to the Collaborative Special Education Program (M.Ed Traditional)	
Assessment Measure:	Entry
Assessment Target:	Increase the number of students that are successfully admitted to the EPP program in Collaborative K-6/6-12
Assessment Results:	TARGET NOT MET: There were no new students in this program for either the 2017-18 or the 2018-19 school years.
Use of Results:	<p>we have increased our efforts relative to student recruitment by volunteering to participate in the University recruitment bus tours, actively participating in job fairs, and by networking with LEAs to identify and recruit licensed special education teachers who may be interested in continuing their education and advancing their careers by earning a Master's degree in the field. We are also involved in dialogue with the Dean and Dr. Rhonda Moore-Jackson (Distance &amp; Continuing Ed.) to investigate the possibility of offering online courses for working professionals. Finally, we are working to establish and/or maintain contact with our undergraduate completers in surrounding LEAs to encourage them to come back to A&amp;M to complete their masters degrees.</p>
Program Outcome 2	
Increase Retention in the Collaborative Special Education Program (M.Ed)	
Assessment Measure:	Completion
Assessment Target:	Increase the number of students that successfully complete transition
Assessment Results:	TARGET NOT MET: For the school year 2017-2018, there were 2 completers. For the school year 2018-19, there were no completers.

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Use of Results:	<p>At the time of this report, we have one Traditional M.Ed. student who has returned to our program, and we will increase our efforts relative to student retention/completion by providing outstanding advising and ensuring that student needs are met. We are currently working in conjunction with other programs to ensure that our courses are scheduled so as not to conflict with those of other programs that our students need to take. We are reworking the schedule to place students in cohorts so that they are able to take all courses needed in a timely and sequential manner. We are also ensuring that courses are offered at the times and in the format that best meets the needs of working professionals and staying abreast of funding sources for graduate students). We will conduct focus group meetings so that we can identify and address barriers to program completion.</p>
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**2018-19 Assessment Report  
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Student Learning Outcome 1	
Students completing a degree in Special Education (M.Ed. Alt.) will demonstrate mastery of planning differentiated instruction.	
Outcome 1: Assessment Measure 1	
Class:	SPE 540
Course Mode:	Face-to-Face
Assignment:	Culminating Assignment: Unit Planning for Differentiated Instruction
Evaluation Tool:	Culminating Assignment: Unit Planning for Differentiated Instruction Rubric. The rubric is based on 4 levels of proficiency (1) Developing, (2) Emerging, (3) Meets Expectations, and (4) Exceeds Expectations and the criteria being measured for this assignment includes: (1) understanding learner development and individual learning differences, (2) planning for safe, inclusive, collaborative and culturally responsive learning environments, (3) knowledge of curricular content areas, (4) appropriate formal and informal assessment methods, and (5) the selection, development and adaptation of learning experiences for students with exceptionalities.
Performance Target:	80% assessments will receive a mean score of "3"(Meets Expectations) or above on the planning differentiated instruction rubric.
Results:	TARGET MET. Of the lesson plans assessed, 100% (2/2) achieved a rating of "3 (Meets Expectations)" or greater on the planning differentiated instruction rubric. 2 out of 2 (100%) of the submitted Culminating Assignments scored 3 or above on the understanding learner development and individual learning differences criterion of the assignment. 2 out of 2 (100%) of the submitted Culminating Assignments scored 3 or above on the planning for safe, inclusive, collaborative and culturally responsive learning environments criterion of the assignment. 2 out of 2 (100%) of the submitted Culminating Assignments scored 3 or above on the knowledge of curricular content areas criterion of the assignment. 2 out of 2 (100%) of the submitted Culminating Assignments scored 3 or above on the appropriate formal and informal assessment methods criterion of the assignment. 2 out of 2 (100%) of the submitted Culminating Assignments scored 3 or above on the the selection, development and adaptation of learning experiences for students with exceptionalities criterion of the assignment.

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Use of Results:	Results were analyzed at the end of the semester to ascertain the reinforcement and refinement areas of the assignment and to determine the changes needed. No changes noted at this time. We will continue to evaluate our program on this outcome, as this assignment is one of the Key Assessments for the state of Alabama.
Outcome 1: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	edTPA Task 1: Planning for Instruction
Evaluation Tool:	edTPA Task 1: Planning for Instruction Rubrics. The three items assessed were: planning for Alignment and Development of Knowledge and Skills, Planning Challenge and Support for the Focus Learner, Planning Assessments to Monitor and Support Learning
Performance Target:	80% of the assessments will receive a mean score of "3" on all 3 rubrics which is the targeted level of satisfactory performance
Results:	TARGET NOT MET. Of the edTPA Task 1 Rubrics: Planning for Alignment and Development of Knowledge and Skills (Rubric 1) 3 out of 4 (75%) of the submitted assessments scored a "3" or above. Planning Challenge and Support for the Focus Learner (Rubric 2) 4 out of 4 (100%) of the submitted assessments scored "3" or above. Planning Assessments to Monitor and Support Learning (Rubric 5) 4 out of 4 (100%) of the submitted assessments scored a "3" or above.
Use of Results:	Results were used to determine any changes needed to assist students to continue to be successful on this section of edTPA. Faculty decided to have more in-depth work sessions with candidates to assist them with understanding the rubrics and the expectations of the rubrics. Additionally, because this assignment is one of the Key Assessments for the state of Alabama, it is essential that we continue to monitor outcomes to ensure that all students are able to meet minimum expectations on this assignment.

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Student Learning Outcome 2	
Students completing a degree in Special Education (M.Ed. Alt.) will demonstrate mastery of implementing differentiated instruction.	
Outcome 2: Assessment Measure 1	
Class:	SPE 520 and SPE 522
Course Mode:	Face-to-Face
Assignment:	Micro Teaching Lesson Assignment
Evaluation Tool:	Micro Teaching Lesson Implementing Differentiated Instruction Rubric. Six of the twelve categories of the TEAM rubric were the evaluated criteria for this assignment. The following were the criteria evaluated: Standards and Objectives, Presenting Instructional Content, Activities and Materials, Academic Feedback, Teacher Content and Knowledge, and Thinking.
Performance Target:	80% of assessments will receive a mean score of "3 (Meets Expectations)" or above on the Micro Teaching Lesson Implementing Differentiated Instruction Rubric.
Results:	TARGET MET. Of the lessons observed, 100% (2/2) achieved a "3 (Meets Expectations)" or higher on the Micro Teaching Lesson Implementing Differentiated Instruction Rubric. 2 out of 2 of the the submitted Micro Teaching Lesson Assignments scored 3 or above on the Standards and Objectives criterion of the assignment. 2 out of 2 of the the submitted Micro Teaching Lesson Assignments scored 3 or above on the Presenting Instructional Content criterion of the assignment. 2 out of 2 of the submitted Micro Teaching Lesson Assignments scored 3 or above on the Activities and Materials criterion of the assignment. 2 out of 2 of the the submitted Micro Teaching Lesson Assignments scored 3 or above on the Academic Feedback criterion of the assignment. 2 out of 2 of the the submitted Micro Teaching Lesson Assignments scored 3 or above on the Teacher Content and Knowledge criterion of the assignment. 2 out of 2 of the the submitted Micro Teaching Lesson Assignments scored 3 or above on the Thinking criterion of the assignment.
Use of Results:	Results were analyzed at the end of the semester to determine reinforcement and refinement areas of this assignment and to determine if changes were needed in the future. No changes needed at this time. Additionally, because this assignment will be one of the Key Assessments for the state of Alabama in the revised accreditation package to be submitted during academic year 2019-2020, it is essential that we continue to monitor outcomes to ensure that all students are able to meet minimum expectations.



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Outcome 2: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	edTPA Task 2: Instructing and Engaging the Focus Learner
Evaluation Tool:	edTPA Task 2: Instructing and Engaging the Focus Learner Rubrics . Five items assessed: Learning Environment, Engaging the Focus Learner, Deepening Learning, Supporting Teaching and Learning, & Analyzing Teaching
Performance Target:	80% of assessments will earn a mean score or "3" on all 5 of the Task 2 rubrics which is the targeted level.
Results:	TARGET NOT MET. Of the edTPA Task 2: Instructing and Engaging the Focus Learner rubrics. Learning Environment (rubric 6) , 4 out of 4 1(00%) assessments submitted achieved a score of "3" or above. Engaging the Focus Learner (rubric 7) 4 out of 4 (100%) assessments submitted achieved a score of "3" or above. Deepening Learning (rubric 8) 4 out of 4 (100%) assessments submitted achieved a score of "3" or above. Supporting Teaching and Learning (rubric 9) 4 out of 4 1(00%) assessments submitted achieved a score of "3" or above. Analyzing Teaching Effectiveness (rubric 10) 2 out of 4 (50%) assessments submitted achieved a score of "3" or above.
Use of Results:	Results were used to determine any changes needed to assist students to continue to be successful on edTPA Task 2: Instructing and Engaging the Focus Learner. Faculty decided to have more in-depth work sessions with candidates to assist them with understanding the rubrics and the expectations of the rubrics. Additionally, faculty will provide more intentional coaching during site visits to assist the candidates with recognizing the expectations of this section of the rubric within the classroom. Finally, the two faculty in the Special Ed. program will work collaboratively with all interns to ensure that they get more robust feedback on their narrative submissions. The graduate level programs are slated for re-accreditation and faculty will be working on this during the 2019-2020 academic year. Priorities are to ensure that all components that interns are assessed on for certification are addressed in multiple courses, so that when they get to internship they are adequately prepared to be successful on this and other measures required for state teaching certification.

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Student Learning Outcome 3	
Students completing a degree in Special Education (M.Ed. Alt.) will demonstrate the ability to Assess Learning.	
Outcome 3: Assessment Measure 1	
Class:	SPE 522
Course Mode:	Off campus
Assignment:	Pre & Post Assessment and Reflection Assignment
Evaluation Tool:	Pre & Post Assessment and Reflection Assignment Rubric. The rubric is based on 4 levels of proficiency (1) Developing, (2) Emerging, (3) Meets Expectations, and (4) Exceeds Expectations and the criteria being measured for this assignment includes: 1) analyzing results of assessments and 2) reflecting on the results and making necessary changes in subsequent lessons.
Performance Target:	80% of assessments will receive a mean score of "3 (Meets Expectations)" or above on the Pre & Post Assessment & Reflection Assignment Rubric.
Results:	TARGET MET. Of the rubrics assessed, 100% (2/2) achieved a "3 (Meets Expectations)" or higher on the Pre & Post Assessment and Reflection Rubric. 2 out of 2 (100%) of the submitted Pre & Post Assessment and Reflection Assignments scored 3 or above on the analyzing results of assessments criterion of the assignment. 2 out of 2 (100%) of the submitted Pre & Post Assessment and Reflection Assignments scored 3 or above on the reflecting on the results and making necessary changes in subsequent lessons criterion of the assignment.
Use of Results:	Results were analyzed at the end of the semester to determine reinforcement and refinement areas of this assignment and to determine if changes were needed in the future. No changes needed at this time.
Outcome 3: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	edTPA Task 3: Assessing Learning
Evaluation Tool:	edTPA Task 3: Assessing Learning Rubrics. Four items to be assessed: analyzing the focus learner's performance, Using Feedback to Guide Further Learning, Learner Understanding and Use of Feedback, and Using Assessment to inform instruction.

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Performance Target:	80% of the assessments will earn a mean score of "3" on all 4 of the Task 3 rubrics which is the targeted level.
Results:	TARGET NOT MET. Of the candidates assessed on the edTPA Task 3 Rubrics: Assessing Learning. Analyzing the Focus Learner's performance (rubric 11) 4 out of 4 (100%) of the assessments submitted scored a 3 or above. Using Feedback (rubric 12) to guide further Learning 3 out of 4 (75%) of the assessments submitted scored a 3 or above. Learner Understanding and Use of Feedback (rubric 13) 2 out of 4 (50%) of the assessments submitted scored a 3 or above. Using Assessment to Inform Instruction (rubric 15) 1 out of 4 (25%) of the assessments submitted scored a 3 or above.
Use of Results:	Results were used to determine any changes needed to assist students to continue to be successful on edTPA Task 3: Assessing Learning. Faculty have committed to having more in-depth work sessions with candidates to assist them with understanding the rubrics and the expectations of the rubrics, and will ensure that this content is thoroughly covered in prerequisite courses. Additionally, faculty will provide more intentional coaching during site visits to assist the candidates with recognizing the expectations of this section of the rubric within the classroom. Finally, the two faculty in the Special Ed. program will work collaboratively with all interns to ensure that they get more robust feedback on their narrative submissions. The graduate level programs are slated for re-accreditation and faculty will be working on this during the 2019-2020 academic year. Priorities are to ensure that all components that interns are assessed on for certification are addressed in multiple courses, so that when they get to internship they are adequately prepared to be successful on this and other measures required for state teaching certification.

**2018-19 Assessment Report  
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Program Outcome 1	
Increase admissions to the Collaborative Special Education Program (M.Ed. Alt)	
Assessment Measure:	Admission data
Assessment Target:	Increase the number of students that are successfully admitted to the EPP program in Collaborative K-6/6-12 by 5%.
Assessment Results:	TARGET NOT MET. The number of new M.Ed. Alt. A candidates for the 2017- 2018 academic year was 5 and the 2018-19 academic year was 0.
Use of Results:	The collaborative special education faculty will continue to develop partnerships with school districts and use this opportunity to recruit current teachers as well as be intentional with recruiting the Class B graduates for the program. Additionally, the state has revised some standardized testing requirements that have made it possible for some former students to return and new students to meet requirements for admission to the program.
Program Outcome 2	
Increase program completion in the Collaborative Special Education Program (M.Ed. Alt)	
Assessment Measure:	Retention data
Assessment Target:	80% of students enrolled in the EPP in Collaborative K-6/6-12 will successfully complete the program.
Assessment Results:	TARGET MET. 100% of candidates who began the 2018/19 academic year and were scheduled to complete in that year successfully completed the program (4/4 candidates).

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Use of Results:	<p>While we met this goal for the academic year 2018/19, it is important that this trend continues. We have identified mandatory standardized tests as one of the primary stumbling blocks to retention of students in this program; the state of Alabama has loosened these requirements and we are beginning to see students return to the program. We will conduct focus groups with completers to determine areas where we could improve our services and procedures, and will continue to monitor candidate retention and completion rates to ensure that this positive trend continues</p>
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