Student Learning Outcome 1	
Students completing a degree in Special Education (B.S.) will demonstrate mastery of planning differentiated instruction.	
Outcome 1: Assessment Measure 1	
Class:	SPE 328
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
Performance Target:	80% assessments will receive a mean score of "3 (Meets Expectations)" or above on the planning differentiated instruction rubric. Although this assessment measure was met during the previous academic year
Results:	
Use of Results:	
Outcome 1: Assessment Measure 2	
Class:	SPE 495
Course Mode:	Off campus
Assignment:	edTPA Task 1: Planning for Instruction
Evaluation Tool:	edTPA Task 1: Planning for Instruction Rubrics. **Three items to be assessed:** Planning for Alignment and Development of Knowledge and Skills, Planning Challenge and Support for the Focus Learner, Planning
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:	
Use of Results:	

Student Learning Outcome 2	
Students completing a degree in Special Education (B.S.) will demonstrate the ability to analyze data to effectively plan for instruction.	
Outcome 2: Assessment Measure 1	
Class:	SPE 303
Course Mode:	Face-to-Face
Assignment:	Data Analysis Assignment
Evaluation Tool:	Data Analysis 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 includes: (1)
Performance Target:	80% of assessments will receive a mean score of "3 (Meets Expectations)" or above on the data analysis portion of the rubric. While this target was met during the previous academic year (2018-
Results:	
Use of Results:	
Outcome 2: Assessment Measure 2	
Class:	SPE 403
Course Mode:	Face-to-Face
Assignment:	IEP Writing Assignment
Evaluation Tool:	IEP Writing Assignment/Data Analysis Rubric- The rubric is based on 4 levels of proficiency (1) Developing, (2) Emerging, (3) Meets Expectations, and (4) Exceeds Expectations. Criterion measured
Performance Target:	80% of assessments will receive a mean score of "3 (Meets Expectations)" or above on the data analysis portion of the IEP Writing Assignment/Data Analysis rubric. Because this assignment is one of the
Results:	
Use of Results:	

Student Learning Outcome 3	
Students completing a degree in Special Education (B.S.) will demonstrate ability to Assess Learning	
Outcome 3: Assessment Measure 1	
Class:	SPE 495
Course Mode:	Off campus
Assignment:	edTPA Task 3
Evaluation Tool:	edTPA Task 3 Rubrics 11, 12 13, & 15 (Analyzing the focus learner's performance, Using Feedback to Guide Further Learning, Learner Understanding and Use of feedback, & Using assessment to inform
Performance Target:	(80%) of assessments will earn a mean score of "3" or "Meet Expectations" on all 4 of the Task 3 rubrics which is the targeted level
Results:	
Use of Results:	
Outcome 3: Assessment Measure 2	
Class:	SPE 495
Course Mode:	Off campus
Assignment:	Internship Student Learning Assessment
Evaluation Tool:	Internship Assessment of Student Learning Rubric. Criteria measured by this rubric include: (1) ability to articulate and reflect on personal philosophy of teaching, (2) demonstrate a commitment to ongoing
Performance Target:	(80%) of the assessments will earn an average of 3 or greater from the cooperating teacher and university supervisor on the Internship Disposition Rubric. While this target was met during the previous
Results:	
Use of Results:	

Program Outcome 1	
Increase Admissions to the Collaborative Special Education Program (BS)	
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.
Assessment Results:	
Use of Results:	
Program Outcome 2	
Increase Program Completion in the Collaborative Special Education Program (BS)	
Assessment Measure:	Program Completion Data
Assessment Target:	Ensure that 80% of students in transition phases 3-5 of the EPP in Collaborative K-6/6-12 successfully complete the program. While this target was met in the previous academic year (2018-2019), our n has been extremely small in recent years, so it is essential that we continue
Assessment Results:	
Use of Results:	

Evidence to support areas in need of improvement BA SLO: Three measure from 2018-19 SLOs were deemed in need of improvement. The following should be adequate evidence that we are actively engaged in providing programming and instructional changes to support improvement on these three measures.

Evidence for SLO1 M2 - Evidence of improvement plans: To improve this outcome, as part of our state re-acreditation process, we added a second Special Education methods course, so that students have 2x the exposure, practice and feedback relative to planning for instruction. See attached rubric, which is used for SPE328 M/M Learning Strategeis for Math/Science AND SPE 329 Learning Strategies for ELA/Social Studies. These methods courses are scheduled to coincide with content area methods classes (i.e. when students take Elementary or Secondary Math and Science methods courses, they will also take SPE 328; when students take Elementary or Secondary ELA and Social Studies Courses, they will also take SPE 329). There is no tangible "evidence" for improved support of interns - program instructors have agreed to work collaboratively with each intern, so that interns receive observation feedback and feedback on their edTPA narratives from 2 instructors, rather than one. We are confident that working collaboratively will lead to improved outcomes. Additionally, one of the instructors attended a 2-day conference on edTPA and brought back strategies to support improved outcomes on this measure as it is part of edTPA.

Key Assessment Cover Sheet

College or University: Alabama Agricultural and Mechanical University

Key Assessment # and Name: Key Assessment 3A – Planning Instruction (Unit Plan)

Submitted For: *Class B Collaborative Planning for Instruction Assessment*

EPPs and programs should consult the Rubric for Key Assessments, Scoring Guides, and Data Reports in preparing the submission.

1. **Provide a brief explanation of the assessment.** *Information may address when it is administered during the course of the program; how it is scored; how reported scores are calculated; by whom it is scored, how the instrument and scoring guide were developed; and recent revisions. Any other pertinent information that would help reviewers understand the assessment should be provided, such as a rationale for a unique or unusual assessment. For Praxis or edTPA, only an explanation of when it is required is needed.*

Key Assessment 3A is part of the Collaborative Education lesson planning sequence. This assessment measures the candidate's ability to plan for instruction for students with differing abilities. Through development of a five-lesson interdisciplinary Unit Plan, candidates demonstrate their understanding of the importance of the context for learning in an inclusive classroom setting as well as the process of planning and designing effective instruction for all students. This Unit Plan requires candidates to create five lesson plans based on one content area (tied to appropriate grade level standards) and addresses the differentiated learning needs of all students in inclusive general education K-12 classrooms. Candidates must demonstrate proficiency in the writing of differentiated/UDL lesson plans and units that include formative and summative feedback on Alabama K-12 content. The project is developed over the course of the semester and includes 3 phases with on-going instructor feedback, the 4th phase is designed for candidates to reflect on their learning relative to instructional planning, and the final phase (5) includes in-field pre-assessment, instruction, post-assessment, and data analysis to determine impact on student learning. While phase 5 is not part of this key assessment, it is part of the overall assignment. As part of phases 2, 3 and 4, candidates are expected to review and reflect on instructor feedback, make revisions, and resubmit as appropriate. This assignment focuses on creativity, differentiation, and the use of technology for instruction and student learning. The assignment will be posted to Blackboard and LiveText for evaluation. Successful completion of this assignment is required to pass the course.

In the first phase of the project, candidates describe the classroom setting and student demographics, identify students' backgrounds, special needs, cultural and linguistic differences, and develop a differentiation plan overview to meet the needs (sensory, physical, learning, cognitive, language/communication and behavioral) of students with disabilities. Candidates also describe class procedures, and classroom management system(s), and will provide Alabama College- & Career-Ready Standards (CCRS) for each lesson. In phase two, candidates describe formative (pre- and ongoing) and summative assessments, including when they will be administered and how they will be used to inform subsequent instruction. In phase three, candidates will provide step-by-step lesson procedures, including how they will use UDL to make instruction accessible for all students, and how they will differentiate instruction to meet the needs of individual students. Finally, in phase four, candidates will have an opportunity to reflect on their unit plans and address any areas where they have not met expectations. This phase provides an opportunity for candidates to evaluate the effectiveness of their planning.

For Collaborative K-6 and Collaborative 6-12 candidates, the Planning for Instruction process begins when they take elementary methods classes (ECE 301, 303, 303, 304, and 305), or

secondary methods classes (SED 409, 421, 422, 423, and 424) simultaneously with SPE 328/329 (Methods and Materials of Collaborative Special Education in Math and Science/Methods and Materials of Collaborative Special education in ELA and Social Studies). At that time, candidates learn to create lesson plans for specific content areas that include differentiation to meet the needs of all students. In Collaborative Education courses, this process begins in SPE 201 (Introduction to Exceptional Students), where candidates become familiar with IDEA disability categories and general differentiation strategies used to address individual needs. In SPE 303 candidates are introduced to assessment as part of the planning process, and in SPE 403 (IEP/IFSP Writing), candidates plan instruction based on student IEP goal(s). Assessments in these courses are scored by university faculty. In the two semesters prior to internship, candidates complete methods classes in conjunction with SPE 328/329 (Methods and Materials of Collaborative Special Education), when candidates design the unit plan as described above. In SPE 328, candidates will develop an interdisciplinary unit plan that includes Math and Science instruction, and in SPE 329, the unit plan will include ELA and Social Studies. The unit plan will be scored by the university faculty who is teaching the course, using the unit plan rubric. The lesson plan will be scored by the university faculty/instructor. The final review and scoring of sequential lesson plans will be completed as part of the internship during the candidate's final semester and will be assessed using KA4 (Internship) Rubric.

2. **Insert data table(s) here or attach document.** *At least three years of data must be provided or an explanation must be provided.*

There were no data available to be analyzed or to draw specific conclusions from the revised version of Key Assessment 3A, as it is an instrument that will be piloted in fall 2018. For future program completers, data for Key Assessment 3A will be analyzed and presented in tables, such as data table 3(A).1. The required three years of data will be disaggregated by scorer (i.e. university supervisor and cooperating teacher). Data will be disaggregated by year if "N" for three years is above 5. For "N" values below 5, data for years will be aggregated.

3. Data Analysis
Describe how data were analyzed and how data from this assessment provide evidence standards are met and indicators are addressed. Reference specific standards and indicators. The analysis should note trends, relative strengths and weaknesses, effect of continuous improvement efforts, relationships to other variables (ex., placements or demographics) as appropriate. Other factors may also be discussed.

Planning for Instruction in Collaborative Special Education K-6 and 6-12 Rubric scores will be analyzed and presented in data tables, such as data table 3(A).1. The Planning for Instruction in Collaborative Special Education (Unit Plan) assessment will allow program faculty to evaluate collaborative education candidates' abilities to plan for instruction, implement their plans, and to reflect on the developed plans. This assessment will allow for the evaluation of

candidates on several standards and corresponding indicators. These include Standard 1 (Learner Development and Individual Learning Differences, including content covered by indicators 1.1.1 and 1.1.2), Standard 2 (Learning Environments, Indicators 2.1.2, and 2.4.1), Standard 3 (Curricular Content Knowledge, Indicators 3(A).1.1 - 3(A).1.3), Standard 4 (Assessment, Indicators 4.1.1 and 4.1.2), Standard 5 (Instructional Planning and Strategies, Indicators 5.1.1, 5.1.2, 5.1.4, 5.1.6, and 5.1.7), Standard 6 (Professional Learning and Ethical Practice, Indicators 6.1.1 – 6.1.3).

Data that will be included in table 3(A).1 will allow program faculty to present candidates' performance scores on rubric indicators. The table will allow program faculty to present collaborative special education candidates' mean performance scores by scorer for the years under consideration as well as the overall mean scores for rubric indicators across scorers. Furthermore, the data tables will allow the program faculty to capture and present the range of performance on each indicator for the years under consideration and the overall range for rubric indicator scores across scorers.

Data table 3(A).1 will also allow program faculty to present a summary of the frequency distribution of scores for assessment indicators for each for each type of scorer. Program faculty will be able to closely examine and present how collaborative special education candidate's scores are distributed within and across rubric indicators.

Taking a close look at candidates' performances on assessment indicators will give the EPP insight into areas where collaborative special education candidates will need to improve as it relates to planning for instruction and implementing developed plans. This comprehensive approach to assessment allows program faculty to determine whether, and to what extent, candidates enrolled in the collaborative special education program are meeting the required standards and indicators that the assessment measures.

4. Use of Data for Continuous Improvement

Describe how data from this assessment inform program evaluation and possible areas for improvement, if any.

Collecting and analyzing data from the Planning for Instruction in Collaborative Special Education Rubric (KA3A) will allow program faculty to determine whether or not collaborative special education candidates are meeting specific standards and/or indicators per the *Council for Exceptional Children (CEC)* requirements. Analysis of candidate performance on each indicator will provide opportunities for program faculty to support candidates in improving knowledge and skills in areas in need of development, prior to beginning their internship experience. Mean indictor scores calculated for evaluations provided by cooperating teachers and university supervisors allow for a deep analysis of collaborative special education candidates' performance on the assessment.

Using collected data, program faculty can identify specific areas in planning for effective instruction where candidates may need additional targeted assistance. This targeted assistance can be provided by university supervisors, working in partnership with cooperating

teachers, to ensure that collaborative special education candidates are adequately prepared to meet the challenges involved in effectively planning for instruction.

Data from the assessment can also be used for program evaluation and to make program improvements. Evaluated data provides insight into specific areas that that the EPP will need to address as it relates to making changes/updates to the curriculum as well as improvements in field and/or clinical experiences. These changes or updates can be focused on the areas where EPP identifies candidates are performing below the "Meets Expectations" level on assessment indicators.

Effective program planning for students with disabilities in collaborative and self-contained classrooms is an important component of instructional practice. The EPP continues to work with school partners to ensure that all instruments used will effectively capture the knowledge and skills that AAMU candidates need to know or develop to be effective educators.

Attachments:
- **Assessment instrument** (not applicable for standardized tests)
- **Scoring guide or rubric for the assessment** (not applicable for standardized tests)
- **Data tables(s)** (if not inserted above)

Table 3.1 - Sample Summary Data Table of Collaborative Special Education K-6 Candidates' Performances on the Planning for Instruction in Unit Plan Rubric

		COOPERATING TEACHERS						**UNIVERSITY SUPERVISORS**		
Collaborative Special Education K-6										
PART I: Learner Development and Individual Learning Differences										
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**
				1	**2**	**3**	**4**			**1**
Understand how language, culture, and family background influence learning of individuals with exceptionalities.	CEC 1.1									
Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	CEC 1.2									
PART II: Learning Environments										
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**
				1	**2**	**3**	**4**			**1**
Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	CEC 2.1									
Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	CEC 2.2									
PART III: Curricular Content Knowledge										
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score**
				1	**2**	**3**	**4**			**1**
Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize	CEC 3.1									

Rubric Criteria	CEC Indicator										
this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.											
Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	CEC 3.2										
Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	CEC 3.3										

PART IV: Curricular Content Knowledge											
Rubric Criteria	**CEC Indicator**	**COOPERATING TEACHERS**						**UNIVERSITY SUPERVISORS**			
		Mean Scores 2018-2021 N=	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**	
				1	**2**	**3**	**4**			**1**	
Select and use technically sound formal and informal assessments that minimize bias.	CEC 4.1										
Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	CEC 4.2										
Beginning special engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	CEC 4.4										

PART V: Instructional Planning and Strategies											
		COOPERATING TEACHERS						**UNIVERSITY SUPERVISORS**			
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**	
				1	**2**	**3**	**4**			**1**	
Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	CEC 5.1										
Use technologies to support instructional assessment, planning, and delivery for	CEC 5.2										

Rubric Criteria	CEC Indicator	Mean Scores 2018-2021 N=	Range of Scores					Mean Scores 2018-2021 N=	Range of Scores		
individuals with exceptionalities.											
Use strategies to enhance language development and communication skills of individuals with exceptionalities.	CEC 5.4										
Teach to mastery and promote generalization of learning.	CEC 5.6										
Teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	CEC 5.7										

PART VI: Professional Learning and Ethical Practice											
		COOPERATING TEACHERS						UNIVERSITY SUPERVISORS			
Rubric Criteria	CEC Indicator	Mean Scores 2018-2021 N=	Range of Scores	Score Frequency				Mean Scores 2018-2021 N=	Range of Scores	Fr	
				1	2	3	4			1	
Use professional ethical principles and professional practice standards to guide their practice.	CEC 6.1										
Understand how foundational knowledge and current issues influence professional practice.	CEC 6.2										
Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	CEC 6.3										

Table 3.2 - Sample Summary Data Table of Collaborative Special Education 6-12 Candidates' Performances on the Planning for Instruction in Unit Plan Rubric

Collaborative Special Education 6-12											
PART I: Learner Development and Individual Learning Differences											
		COOPERATING TEACHERS						UNIVERSITY SUPERVISORS			
Rubric Criteria	CEC Indicator	Mean Scores 2018-2021 N=	Range of Scores	Score Frequency				Mean Scores 2018-2021 N=	Range of Scores	Fr	
				1	2	3	4			1	
Understand how language, culture, and family background influence learning of individuals with exceptionalities.	CEC 1.1										

Rubric Criteria	CEC Indicator						
Use understanding of development and individual differences to respond to the needs of individuals with exceptionalities	CEC 1.2						

PART II: Learning Environments										

		COOPERATING TEACHERS						UNIVERSITY SUPERVISORS		
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**
				1	**2**	**3**	**4**			**1**
Collaborate with general educators and other colleagues to create safe, inclusive, culturally responsive learning environments to engage individuals with exceptionalities in meaningful learning activities and social interactions.	CEC 2.1									
Use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments	CEC 2.2									
Candidates in collaborative special education (6-12) will also: Plan instruction for individual functional life skills, adaptive behavior, and enhanced social participation across environments.	ACTS 2.4.1 (No CEC Indicator)									

PART III: Curricular Content Knowledge										

		COOPERATING TEACHERS						UNIVERSITY SUPERVISORS		
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score**
				1	2	3	4			1
Understand the central concepts, structures of the discipline, and tools of inquiry of the content areas they teach, and can organize this knowledge, integrate cross-disciplinary skills, and develop meaningful learning progressions for individuals with exceptionalities.	CEC 3.1									
Understand and use general and specialized content knowledge for teaching across curricular content areas to individualize learning for individuals with exceptionalities.	CEC 3.2									

Rubric Criteria	CEC Indicator										
Modify general and specialized curricula to make them accessible to individuals with exceptionalities.	CEC 3.3										

PART IV: Assessment											
		COOPERATING TEACHERS						**UNIVERSITY SUPERVISORS**			
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**	
				1	**2**	**3**	**4**			**1**	
Select and use technically sound formal and informal assessments that minimize bias.	CEC 4.1										
Use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	CEC 4.2										
Engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.	CEC 4.4										

PART V: Instructional Planning and Strategies											
		COOPERATING TEACHERS						**UNIVERSITY SUPERVISORS**			
Rubric Criteria	**CEC Indicator**	**Mean Scores 2018-2021 N=**	**Range of Scores**	**Score Frequency**				**Mean Scores 2018-2021 N=**	**Range of Scores**	**Fr**	
				1	**2**	**3**	**4**			**1**	
Consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptionalities.	CEC 5.1										
Use technologies to support instructional assessment, planning, and delivery for individuals with exceptionalities.	CEC 5.2										
Use strategies to enhance language development and communication skills of individuals with exceptionalities.	CEC 5.4										
Teach to mastery and promote generalization of learning.	CEC 5.6										
Teach cross-disciplinary knowledge and skills such	CEC 5.7										

Rubric Criteria	CEC Indicator	COOPERATING TEACHERS							UNIVERSITY SUPERVISORS		
		Mean Scores 2018-2021 N=	Range of Scores	Score Frequency				Mean Scores 2018-2021 N=	Range of Scores	Fr
				1	2	3	4				1
as critical thinking and problem solving to individuals with exceptionalities.											

PART VI: Professional Learning and Ethical Practice

Use professional ethical principles and professional practice standards to guide their practice.	CEC 6.1									
Understand how foundational knowledge and current issues influence professional practice.	CEC 6.2									
Understand that diversity is a part of families, cultures, and schools, and that complex human issues can interact with the delivery of special education services.	CEC 6.3									

Evidence for SLO3 M1 -   We have improved the rigor of the components of courses that prepare interns for this task [e.g., SPE 328 & SPE 329 (Special Ed. methods), SPE 303 (Assessment), and SPE 403 (IEP Writing)]. This was accomplished through redevelopment of the BA program, which was submitted to the state of Alabama for re-accreditation of the program, and was subsequently accepted without conditions. Evidence for this is attached (Assessment task for CIEP accreditation). We will also increase the number of observations and the amount and quality of feedback to candidates during their internship, in an effort to improve candidates' skills related to the development and implementation of appropriate assessments, and the analysis of assessment results and subsequent adjustments to instruction to address student needs.

Title of Assignment: Impact on Student Learning in Collaborative Special Education – Unit Plan

Score using the Planning for Instruction in Collaborative Special Education Rubric (KA 5)

Course Title: SPE 328- Materials and Methods of Learning Strategies for Teaching

Students with Exceptionalities Math and Science
SPE 329-Materials and Methods of Learning Strategies for Teaching Students with Exceptionalities English Language Arts and Social Studies.

Assignment Due Date: Fall 2019 (Pilot)

Location to Post Assignment: LiveText

Assessing Instrument: Impact on Student Learning in Collaborative Special Education

Who Scores/Where: The course instructor will score the assessment in LiveText.

Expected Performance Level/Planning for Instruction Rubric: Candidates are expected to perform at the "Meet Expectations" level on rubric indicators. Candidates will undergo remediation if deemed necessary by the cooperating teacher and university supervisor.

Rational/Purpose: Effective instructional practice in collaborative educational environments requires that teachers understand and integrate planning, instructional strategies, and assessment in coordinated and engaging ways. Beginning with the end in mind, collaborative special education teachers identify national or state content standards, create student learning objectives, and effectively demonstrate and apply knowledge of best practices in special education. Collaborative special education teachers also understand how to design and implement a range of formative and summative assessments. This knowledge is integrated into instructional practice so that these teachers have access to information that can be used to provide immediate feedback to reinforce student learning and to monitor and modify instruction.

Impact on student learning in both collaborative and resource classrooms focuses on teachers accurately identifying and implementing of a variety of appropriate non-biased formal and informal assessments. Additionally, special educators must demonstrate the ability to collect and analyze student data and use that data to make necessary adjustments to subsequent instruction, to ensure that the students are being served in the most effective manner. Effective special educators must be able to use the feedback of their students (assessment results) to guide subsequent learning experiences, in all content areas.

Collaborative special education candidates must demonstrate competency in instructional design and implementation to ensure that instructional goals are being met. This assignment will allow candidates to meet criteria related to each of the following **Council for Exceptional Children (CEC)** standards listed below:
CEC Initial Preparation Standard 4 – Assessment
4.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.

- Key Elements
  - 4.1 - Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
  - 4.2 - Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.
  - 4.4- Beginning special education professionals engage individuals with exceptionalities to work toward quality learning and performance and provide feedback to guide them.

CEC Initial Preparation Standard 5 – Instructional Planning and Strategies
5.0 - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions.
- Key Elements
  - 5.6 - Beginning special education professionals teach to mastery and promote generalization of learning.
  - 5.7 - Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.

Additional Standard Alignment
In this assignment, you will be able to demonstrate your understanding of the above-mentioned standards. Elements of this assignment also align with standards found in *the Council for Accreditation of Educator Preparation (CAEP) Standards, The Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and Alabama Core Teaching Standards (ACTS).*

CAEP 1.1 Candidates demonstrate an understanding of the 10 InTASC standards at the appropriate progression level(s) in the following categories: the learner and learning; content; instructional practice; and professional responsibility.

InTASC Standards
InTASC Standard #6: Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.
InTASC Standard #9: Professional Learning and Ethical Practice
The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Alabama Core Teaching Standards
Standard 6: Assessment
The candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the candidate's and learner's decision making.

Standard 9: <u>Professional Learning and Ethical Practice</u>
The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

Assignment Directions

The ***Impact of Student Learning in Collaborative Special Education (Unit Plan)*** assignment consists of two phases. To establish a solid understanding of the scope of the project, please read the directions for all phases before you begin to plan for instruction.

- **Phase 2:** In Phase 2 of the Unit Plan, you will identify and administer the assessments that are used in your lesson plans, collect, analyze, and graph the data from the assessments. This phase focuses on pre-assessment, ongoing formative and summative assessments, and using assessment data to inform ongoing and subsequent instruction.
- **Phase 5**: Write a detailed narrative reflecting on your abilities to adjust your instruction based on the results of the data from the students pre and post assessments. Additionally, you will need to document whether this lesson would need to be re-taught immediately or if you could proceed with a subsequent lesson based on the results of the data.

Assignment Overview:

You will identify and administer informal and formal assessments, interpret the results of the assessments, use the results to guide subsequent instruction, and identify and document the adjustments that need to be made to subsequent lessons.

UNIT PLAN PHASE 2

Phase 2 Guiding Notes:
1. **ASSESSMENT:**
   a. Each lesson plan must include multiple means for assessment (assessing in **more than one way** and **more than one time** throughout the lesson).
   b. A pre-assessment **must be administered prior** to beginning the lessons.
   c. A summative assessment **must be administered** following the final lesson.
   d. You must attach all handouts for formative (lessons 1-4) and summative (lesson 5) assessments at the end of the unit plan. Be sure to label each assessment handout, indicating which lesson (1-5) it is used in.
   e. Remember that a pre-assessment can be done days or even weeks ahead of time and that formative assessments are used during instruction, to determine student understanding or misconceptions, and to inform current and future instruction. Think of formative assessments as "probes".
2. **RESOURCES:** You will provide a list of resources for each assessment.
   a. The resource list should include all resources related to assessment, and any resources that you plan to use in the instructional part of the 5 lesson plans.

> b. It is likely that you will modify the resources list for your differentiated assessments.

In Phase 2 of the Unit Plan, you will identify formal and informal assessments that are used in your lesson plans. This phase of unit plan focuses on pre-assessment, ongoing formative and summative assessments, and using assessment data to inform ongoing and subsequent instruction.

In Phase 2 you are tasked with:
  1. **Completing the components of Phase 2, as described below.**
       a. **Developing both Pre-assessments and Formative Assessments for each of the 5 lesson plans.**

Phase 2 Components
1. Highlight changes made to Phase 1 in response to instructor feedback (if applicable).
2. Pre-assessment - Must include: • A list of questions that will be asked. Questions must align with learning target/objectives. • A description of the format of the pre-assessment, such as specific technology used (e.g. Kahoots, Socrative, Zaption, white boards, response cards, etc.). • Description of **WHEN**, and **HOW** you will administer the assessment, and • **HOW YOU WILL CHANGE INSTRUCTION** based on the assessment results.

3. Formative Assessment - Must include:
• **A detailed list** of the type(s) of formative assessment data you will collect
• **A description of the format** of the assessment (e.g. Kahoots, Socrative, Zaption, white boards, response cards, high-order questions, etc.).
• Description of **WHEN**, and **HOW OFTEN** you will administer assessments (e.g. throughout the lesson, a minimum of 4 probes), and
• **HOW YOU WILL CHANGE INSTRUCTION** based on the assessment results, including:
    • Adjustments to instructional plan DURING the lesson
    • Adjustments to instructional plan for SUBSEQUENT lessons

4. **Resources – Must include:** • **References for any sources, whether you used them in part or in full.**

UNIT PLAN PHASE 5

Phase 5 Guiding Notes:

  1. In this reflection, I am looking to see how you have grown in your knowledge and understanding of: identifying and administering formal and informal assessments, collecting and analyzing data, and using the feedback from the data to adjust instruction.

2. Reflect on document changes made to lessons based on student data. (Phase 2)

In Phase 5 of the Unit Plan, you will reflect on the decisions that you made based on data in Phase 2. This phase of the project focuses on analysis of your assessment data and extending your understanding of the key assessment indicators that are covered in the project. Using the table below, you will reflect on your learning about the process of identifying and administering formal and informal assessments, collecting and analyzing data, and adjusting subsequent instruction based on the data.

In Phase 5 you are tasked with:
1. **Responding to instructor feedback on specific CEC indicators. Your individualized reflection assignment will only contain the indicators that you have not scored "Meets Expectations" on.**
2. **Reflecting on changes that you made to Phase 2 and providing rationale for why those changes were needed – *or* – providing suggestions for ways that you could make these assessments and future lessons even stronger.**

SECTION 1: RESPOND TO INSTRUCTOR FEEDBACK ON CEC INDICATORS

Your individualized reflection assignment will only contain the indicators that you have not scored "Meets Expectations" on.

The instructor will ask clarifying questions about those indicators and you will respond by demonstrating your understanding of the professional skill/knowledge and how you could apply in subsequent lesson planning and evaluation.

Indicator 4.1 - Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.	
Indicator 4.2 - Beginning special education professionals use knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for individuals with exceptionalities.	
Indicator 5.6 - Beginning special education professionals teach to mastery and promote generalization of learning.	
Indicator 5.7 - Beginning special education professionals teach cross-disciplinary knowledge and skills such as critical thinking and problem solving to individuals with exceptionalities.	

SECTION 2 – OVERALL REFLECTION OF CHANGES MADE

Lesson Plan Area	What You Changed … (If you did not have anything you changed in that area, provide at least one thing that you could change to strengthen your plan.)
Phase 2 - Changes made: summarize the changes you made in this phase and how this helped develop your subsequent lessons to better meet the needs of diverse learners.	
Phase 5 - Changes made: summarize the changes you made in this phase and how this helped develop your subsequent lessons to better meet the needs of diverse learners.	

Evidence for PO1:

We have conducted focus groups to identify student concerns regarding the expectations and requirements for program admission. At this time, we have identified the state-mandated Praxis tests as the primary obstacle to student admission. In response to this, we have developed a Praxis lab, procured a computerized program to support them in gaining the knowledge required to pass the tests, and have created a remedial course to support acquisition of knowledge required to pass the test. We will continue to monitor student results on Praxis tests and will continue to offer these supports and services. Finally, we will ensure that all students are receiving adequate advising from the program faculty, so that they can adequately plan and prepare for tests. If tangible evidence is required, please advise. We will ask the Dean of the COE for sign-in sheets from focus groups and can procure statements from students about advising.