

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. The rubric is based on 4 levels of proficiency (1) Developing, (2) Emerging, (3) Meets Expectations, and (4) Exceeds Expectations and
Performance Target:	80% of assessments will receive a mean overall score of 3 (meets expectations) or above on the Interdisciplinary Differentiated Teaching Demonstration rubric. In the previous academic year there were no
Results:	
Use of Results:	
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. Areas to be assessed are: planning for Alignment and Development of Knowledge and Skills, Planning Challenge and Support
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. In the previous
Results:	
Use of Results:	

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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:	Final Paper: Benefits of Technology Integration in Classrooms Research Paper
Evaluation Tool:	Research Paper Rubric (Eight Rubric Criteria: Purpose, Content Focus, Organization and Structure, Format and APA Style, Grammar and Mechanics, Research Methods, and Conclusion. For each rubric
Performance Target:	The performance target is 80% or greater on "The Benefits of Technology" assignment on each of the domains of the rubric. In the previous academic year there were no students in this program, so we
Results:	
Use of Results:	
Outcome 2: Assessment Measure 2	
Class:	SPE 540
Course Mode:	Face-to-Face
Assignment:	Technology Survey (Three specific domains: Personal Technology Skills, Technology Usage, and Technology Integration with a total of 13 criteria. Candidates respond to survey questions about their
Evaluation Tool:	Eighty percent (80%) of assessments will earn a score of 39 or above, indicating their "agreement" that they can use and integrate technology when appropriate.
Performance Target:	80% of assessments will receive a mean overall score of 3 (meets expectations) or above on the rubric. In the previous academic year there were no students in this program, so we were unable to assess
Results:	
Use of Results:	

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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 Rubric. Includes 8 criterion: (1) personal philosophy of teaching, (2) commitment to on-going professional development, (3) professional dispositions, (4)
Performance Target:	Candidates will earn an average of 3 or greater from the cooperating teacher and university supervisor on the Internship Disposition Rubric. In the previous academic year there were no students in this program,
Results:	
Use of Results:	
Outcome 3: Assessment Measure 2	
Class:	SPE 595
Course Mode:	Off campus
Assignment:	Teacher Evaluation
Evaluation Tool:	EDUCATE Alabama Tool (Dispositions and Growth) Rubrics: Alabama Quality Teaching Standard 5, Professionalism; Standard 5 includes 5 criteria (collaboration, ongoing professional learning, participation in
Performance Target:	Candidates will earn satisfactory score from the K-12 school administrator on the EDUCATE Alabama Tool. In the previous academic year there were no students in this program, so we were
Results:	
Use of Results:	

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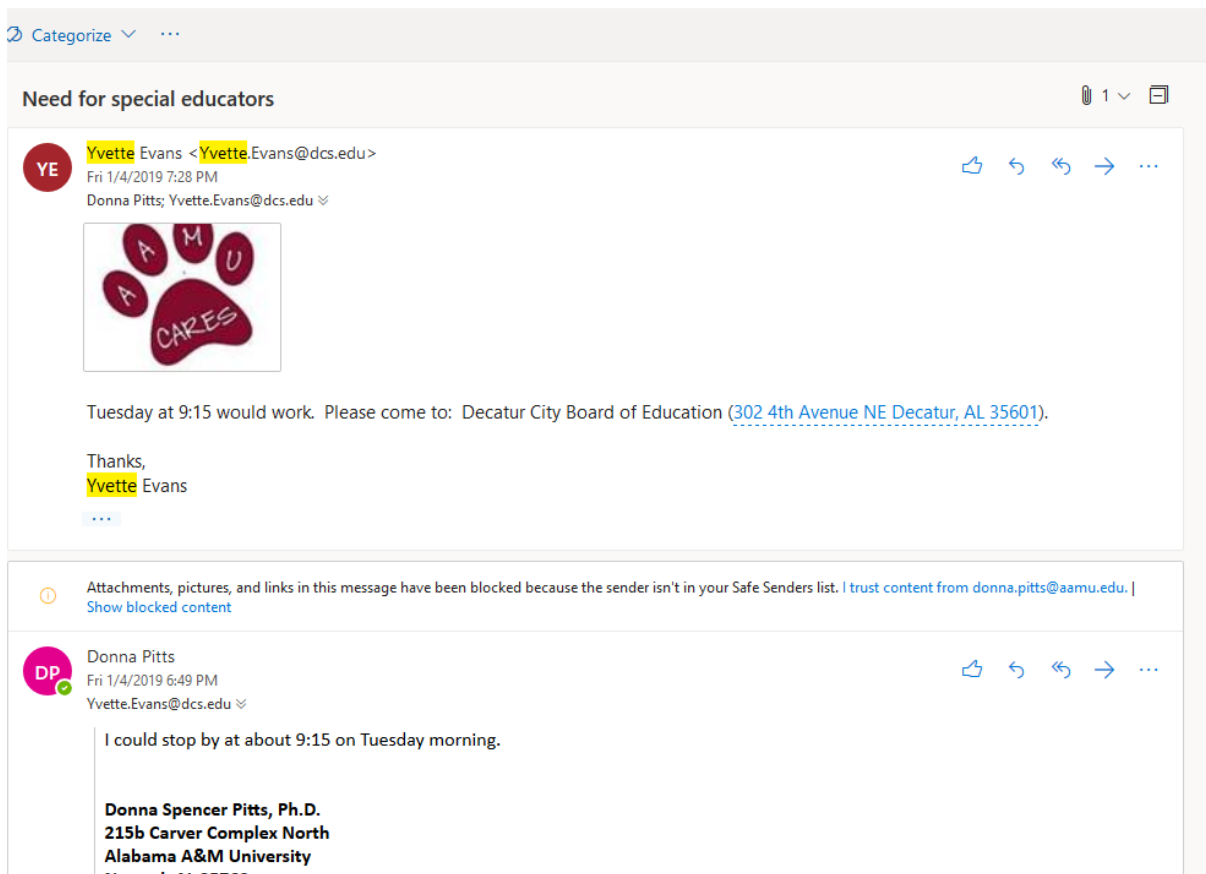
Program Outcome 1	
Increase Admissions to the Collaborative Special Education Program (M.Ed Traditional)	
Assessment Measure:	Entry
Assessment Target:	Increase the number of students that are successfully admitted to the EPP program in Collaborative K-6/6-12. In the previous academic year there were no students in this program, so we were unable to assess performance on this measure; therefore it is essential that we retain
Assessment Results:	
Use of Results:	
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:	
Use of Results:	

Evidence to support areas in need of improvement for Traditional M.Ed.

SLOs/POs: Both POs indicated need for improvement. While I can not provide any tangible evidence, I can report what we are doing to improve these outcomes. We did not have any students in the Traditional M.Ed. programs (K-6 or 6-12) during the 2018-2019 academic years, so we will retain the SLOs that were established for this program. We need to show how we will improve our Pos (admissions and retention).

Evidence for PO1 M1 - We have increased our efforts relative to student recruitment by volunteering to participate in the University recruitment bus tours during the 2019-2020 academic year, actively participating in job fairs, and 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 & 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&M to complete their Master's degrees.

I am unable to provide tangible evidence of these efforts at this time, as I am waiting for the receipt of sign-in sheets, and meeting minutes that support our committee assignments and volunteer activities for the 2019-2020 academic year. Drs. Christopher and Pitts have met with teachers and administrators in surrounding LEAs, again, there is no documented "evidence" of these meetings. If you would like to see personal, written planners that document these meetings, we can provide them. Some meetings (e.g. Dr. Pitts with Dr. Yvette Evans, Deputy Superintendent of Instruction for Decatur City Schools) do not have any tangible evidence other than notations in planners and follow up emails (see below). Contact with undergraduate completers is limited as both faculty in this program have just completed their first year at A&M, but if you truly require evidence, we can attempt to share screen shots of text messages and emails.



Evidence for PO1 M2 - 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. We will conduct informational and focus group meetings so that we can identify and address barriers to program completion.

Example of meeting planned for 8/22/19:



College of Education, Humanities & Behavioral Sciences
Department of Teacher Education and Leadership
207 Carver Complex North (Hollins)
Normal, Alabama 35762
Phone: (256) 372-5520
Fax: (256) 372-5526

AGENDA

New Graduate Student Orientation

Thursday 08/22/2019

6:00 PM – 7:00 PM

Meeting called by Dr. Samantha Strachan

Attendees: TEL Faculty and New Graduate Students

Location: Dean's Conference Room – CCN 113

6:00 – 6:05	Welcome	Dr. Lena Walton, Dean
6:05 – 6:10	Introduction of Faculty, Staff & Students Overview of TEL Program	Dr. Samantha Strachan, Interim Chair
6:10 – 6:20	Admission, Retention & Completion (ARC)	Dr. Lydia Davenport, EPP Director
6:20 – 6:30	Field Experience	Ms. Bell/Ms. Davies
6:30 – 6:40	Professional Dispositions	Dr. Christopher
6:40 – 6:45	Completers Share Program Experiences	TBD
6:45 – 7:00	Q & A - Opportunity for new grad students to ask questions	Dr. Pitts

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
Performance Target:	80% assessments will receive a mean score of "3"(Meets Expectations) or above on the planning differentiated instruction rubric. While this target was met in the previous academic year (2018-2019), due to a
Results:	
Use of Results:	
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,
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 (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
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. While this target was met in the
Results:	
Use of Results:	
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, &
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:	
Use of Results:	

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:	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
Performance Target:	Expectations)" or above on the Pre & Post Assessment & Reflection Assignment Rubric. While this target was met in the previous academic year (2018-2019), due to a very small n (2), we will continue
Results:	
Use of Results:	
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
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:	
Use of Results:	

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:	
Use of Results:	
Program Outcome 2	
Increase retention 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. While this target was met in the previous academic year (2018-2019), due to a very small n (4), we will continue to monitor student outcomes on this measure.
Assessment Results:	
Use of Results:	

Evidence to support areas in need of improvement for Alternative M.Ed.
SLOs/POs: Both POs indicated need for improvement. While I can not provide any tangible evidence, I can report what we are doing to improve these outcomes. We did not have any students in the Traditional M.Ed. programs (K-6 or 6-12) during the 2018-2019 academic years, so we will retain the SLOs that were established for this program. We need to show how we will improve our Pos (admissions and retention).

Evidence for SLO1 M2 - 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.

Evidence for SLO2 M2 - 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.

Evidence for SLO2 M2 - 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.

Evidence for PO1 M2 - At the time of this report, we have several Alternative M.Ed. students who have 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 reworking the schedule to ensure that courses are offered at the times and in the format that best meets the needs of working professionals. We are actively engaged in conversation with Dean Walton, Dr. Davenport of the EPP office, and Dr. Rhonda Moore-Jackson in an effort to develop and offer online options for courses that do not require field experiences. We have and will continue to conduct informational and focus group meetings so that we can identify and address barriers to program completion. Additionally, we are developing a structured method for advising graduate students that includes student feedback relative to what works and what is problematic for them. This is a new endeavor, and will be developed and put in place during spring 2020 advising and beyond.

Example of meeting planned for 8/22/19 which will provide insight into challenges for our graduate students:



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Department of Teacher Education and Leadership
207 Carver Complex North (Hollins)
Normal, Alabama 35762
Phone: (256) 372-5520
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New Graduate Student Orientation

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6:00 PM – 7:00 PM

Meeting called by Dr. Samantha Strachan

Attendees: TEL Faculty and New Graduate Students
Location: Dean's Conference Room – CCN 113

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6:20 – 6:30	Field Experience	Ms. Bell/Ms. Davies
6:30 – 6:40	Professional Dispositions	Dr. Christopher
6:40 – 6:45	Completers Share Program Experiences	TBD
6:45 – 7:00	Q & A - Opportunity for new grad students to ask questions	Dr. Pitts

As both faculty in the Special Education program are new to A&M and are currently conducting their first full year-long cycle of advising, there is much to learn. After attending a workshop on advising (on 8/16/19), the faculty has developed the following process for graduate student advising. This process is designed to provide the best possible advising to the student and allow the student to share concerns and frustrations that can (and have in the past) lead to dropping out of the program. As this is a new process, there is no true evidence, however, I have attached a list of documents that will be used in this process.

- **ARC (Admission, Retention, Completion) form (this is the “roadmap” that students follow to progress successfully through the program)**
- **State Approved Checklist (this will change when we submit our re-accreditation package)**
- **Student transcript (awareness of the courses that the student has completed successfully will ensure that all required courses are scheduled in a manner that aligns with the state approved checklist)**
- **List of Banner Restricted courses (this list is procured from the EPP office and allows us to know in advance if the student will encounter holds or other impediments to registering for planned courses)**
- **Proposed/Trial Schedule Form – this form will allow the adviser to help the student plan the next two semesters of classes and gives the student a more clear picture of their path to completion.**