CCSU Special Education Department
Interim Assessment Report from AY 2015-16

Department: Special Education

Report Preparer: Joan Nicoll-Senft, PhD

Program Name and Level: MS Special Education (initial special education licensure, Post Baccalaureate in Special Education (initial special education licensure)

Program Assessment Question	Response
1) <u>URL</u>: Provide the URL where the learning outcomes (LO) can be viewed.	http://web.ccsu.edu/seps/departments/specEdu/?redirected
2) <u>LO Changes</u>: Identify any changes to the LO and briefly describe why they were changed (e.g., LO more discrete, LO aligned with findings)	No changes were made to department's LOs during the 2015-1016 academic year.
3) <u>Strengths</u>: What about your assessment process is working well?	All LO data is collected via TaskStream; faculty use of TaskStream has become routine.
4) <u>Improvements</u>: What about your assessment process needs to improve? (a brief summary of changes to assessment plan should be reported here)	Better alignment to edTPA across program; increased use of TaskStream for key assignments in all courses (in progress for 2016-2017 AY); increased use of data for ongoing program improvement; PD to faculty on rubric development with rubric revisions planned for the 2017-2018 AY).

LO #1) Students will demonstrate knowledge of foundational issues in special education and their impact on the field.	
1.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review and scoring rubric, licensure examination, , etc.)	The assessment aligned with this outcome is the Praxis II for Special Education licensure in Connecticut is test code 0543 or 5543: Special Education: Core Knowledge and Mild to Moderate Applications. This 90 multiple-choice questions assess the knowledge and understanding of principles and practices related to special education and mild to moderate applications. The three constructed-response questions are integrated ones that assess an examinee's knowledge of students with mild to moderate disabilities as related to instruction and assessment, learning environment and classroom management, and collaboration. This test consisted of three categories (Understanding Exceptionalities, Legal and Societal Issues, and Delivery of services to students with disabilities). Students take the Praxis II after they have completed all coursework except student teaching. Candidates take the Praxis II during the semester immediately prior to student teaching. Teacher Candidates must pass Praxis II in order to receive teacher certification from the Connecticut State Department of Education.
1.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This assessment is scored externally by its publisher, ETS. The cut score of 164 is determined by CT's State Department of Education.
1.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: Pass rate for TCs continues to be 100%.
	Changes: Due to national trends in teacher preparation programs, the department has replaced 3 disability-specific introductory courses (SPED 511, 512, & 513) with one course that focuses on the diverse learners and evidence-based practices.

LO #2) Students will demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies.	
2.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The Ecological Case Study is an assignment focusing on the importance of learning environments and social interactions for students with exceptional learning needs. This assignment is used in SPED 511, SPED 512, and SPED 513.
2.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This assignment is graded using a rubric to determine the candidate's level of performance on the assignment.
2.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: 100% of students continue to pass at the Target or Acceptable categories. During the 2015-16 AY students were required to complete this assignment in one of the following courses: SPED 511, SPED 512, and SPED 513 – not all three as in previous years. This change has resulted in increased scoring at the target level for all 4 criteria evaluated.
	Changes: During the 2016-17 academic year SPED 511, 512, 513 will be replaced by one 3-credit level course (SPED 503). This course was designed to better align to current practices in the field and edTPA and will include a field-based assignment focused on analyzing a focus learner's context of learning and making evidence-based programmatic recommendations.

LO #3) Students will demonstrate the ability to analyze multiple forms of standardized and curriculum-based assessments and use that information for a variety of educational decisions.	
3.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The Assessment Report focuses on the interpretation of student data (provided to students) from the Woodcock Johnson IV: Tests of Achievement (WJIV). This assignment requires students to interpret norm-referenced test scores and complete the following: 1) written interpretation of results, 2) present level(s) of academic achievement and functional performance, and 3) identify key elements of the student's individualized educational plan.
3.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This assignment is graded using a rubric to determine the candidate's level of performance on the assignment.
3.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: 100% of teacher candidates achieved a score of Target or Acceptable on this assessment. Changes: The rubric for this assignment has been revised for the 2016-17 AY to reflect best practice and better align with edTPA.

LO #4) Students will demonstrate the ability to analyze the individualized learning differences of students with exceptional learning needs.	
4.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The Student Learning Profile focuses on an in-depth analysis of a student's individualized learning differences. Each student completes a comprehensive Student Learning Profile on a student with an identified disability using resources provided by the instructor.
4.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This assignment is graded using a rubric to determine the candidate's level of performance on the assignment.
4.3) Since the most recent full report, list: a. The conclusion(s) drawn	Conclusion: 100% of teacher candidates achieved a score of Target or Acceptable on this assessment.
b. The changes that were or will be made as a result of those conclusion(s)	Changes: This focus of this assignment will shift from a student learning profile to the development of a universally designed lesson unit plan.

LO #5) Students will demonstrate the ability to select, adopt, and use instructional strategies to promote learning and to modify learning environments for children with exceptional learning needs.	
5.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	The Unit Lesson Plan assignment requires teacher candidates to plan and implement a series of five consecutive lessons to address the learning needs of an identified student in an academic area (reading, written language, or mathematics) and the implementation of evidence-based instructional practices.
5.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	This assignment is graded using a rubric to determine the candidate's level of performance on the assignment.
5.3) Since the most recent full report, list:	Conclusion: 100% of teacher candidates achieved a score of Target or Acceptable on this assessment.
a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Changes: n/a

LO #6) Students will promote professional, ethical, and collaborative practices in the field of special education.	
6.1) **Assessment Instruments**: For each LO, what is the source of the data/evidence, other than GPA, that is used to assess the stated outcomes? (e.g., capstone course, portfolio review, licensure examination, etc.)	Our student assessment data indicates that 100% of teacher candidates, from both the Post Baccalaureate Teacher Certification Program and our Masters of Science Cross Endorsement Program scored at the target or acceptable on our Student Teaching Evaluation (Assessment 4). This is a strong indicator of our teacher candidates' professional and pedagogical knowledge, skills, and dispositions within the field of special education.
6.2) **Interpretation**: Who interprets the evidence? (e.g., faculty, Admn. assistant, etc.). If this differs by LO, provide information by LO.	The Student Teaching Assessment is administered by the CCSU Supervisor, Cooperating Teacher, and the teacher candidate. This assessment is administered at the mid-point and end of each student teaching placement.
6.3) **Results**: 3.3) Since the most recent full report, list: a. The conclusion(s) drawn b. The changes that were or will be made as a result of those conclusion(s)	Conclusion: 100% of teacher candidates scored at the target or acceptable on our Student Teaching Evaluation.
	Changes: Our Student Teaching Assessment is a unit-wide assessment. Plans for revisions are being discussed at the unit lesson to better align programmatically with edTPA.

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Data Tables AY 2015-16

LO #1) Students will demonstrate knowledge of foundational issues in special education and their impact on the field.

Year	Test Category	Number of Students	Institution Average % Correct	State-Wide Average % Correct	National Average % Correct	Institution Pass Rate
2015-2016	I. Development and Characteristics of Learners	N=46	82%	84%	82%	**100%**
	II. Planning and the Learning Environment	N=46	80%	79%	74%	**100%**
	III .Instruction	N=46	86%	85%	81%	**100%**
	IV. Assessment	N=46	77%	76%	73%	**100%**
	V. Foundations and Professional Responsibilities	N=46	81%	82%	77%	**100%**
	VI. Integrated Constructed Response Questions	N=46	71%	73%	63%	**100%**

LO #2) Students will demonstrate knowledge of the development and characteristics of learners, individual learning differences, and appropriate instructional strategies.

Year	Criteria	Number of Students	Target	Acceptable	Unacceptable
2015-2016	Beginning special education professionals understand how language, culture, and family background can influence the learning of individuals with exceptionalities.	N=24	46%	54%	0%
	Beginning special education professionals use understanding of development and individual differences to respond to the needs of individuals with exceptionalities.	N=24	79%	21%	0%
	Beginning special education professionals through collaboration with general educators and other colleagues create safe, inclusive, culturally responsive learning environments to engage individuals in meaningful learning activities and social interactions.	N=24	63%	38%	0.%
	Beginning special education professionals use motivational and instructional interventions to teach individuals with exceptionalities how to adapt to different environments.	N=24	54%	46%	0%

LO #3) Students will demonstrate the ability to analyze multiple forms of standardized and curriculum-based assessments and use that information for a variety of educational decisions.

Year	Criteria	Number of Students	Target	Acceptable	Unacceptable
2015-2016	CC8K3,4:Screening, pre-referral, referral and classification procedures; use and limitations of assessment instruments; CC8S: Gather relevant background data	N=24	96%	4%	0%
	CC8S2: Administer non-biased formal and informal assessments; CCS4: Develop or modify individual assessment strategies	N=25	80%	20%	0%
	CC8S5: Interpret information from formal and informal assessments; CC8S6: Use assessment information in making eligibility, program and placement decisions for individuals with exceptional learning needs, including those from culturally and /or linguistically diverse backgrounds.	N=25	68%	32%	0%
	CC8S7: Report Assessment results to all stakeholders using effective communication skills	N=25	76%	24%	0%

LO #4) Students will demonstrate the ability to analyze the individualized learning differences of students with exceptional learning needs.

Year	Criteria	Number of Students	Target	Acceptable	Unacceptable
2015-2016	Unit Planning (big idea, essential questions, key knowledge & skills)	N=27	93%	7%	0%
	Instructional Planning	N=27	96%	4%	0%
	Planned Supports (learning environment, instructional strategies, learning tasks, materials, accommodations/modifications, assistive technology).	N=27	100%	0%	0%
	Expressive/Receptive Communication Skills Targeted	N=27	100%	0%	0.00%
	Assessment/Progress Monitoring	N=27	93%	7%	0%
	Justification of Instruction and Supports	N=27	100%	0%	0%
	Presentation	N=27	100%	0%	0%

(5) Students will demonstrate the ability to select, adopt, and use instructional strategies to promote learning and to modify learning environments for children with special needs and the ELN by designing a five lesson plan sequence, scored by a rubric.

Year	Criteria	Number of Students	Target (7 points)	Acceptable (5-6 points)	Unacceptable (0-4 points)
2015-2016	CC4SE. Select, adapt, and use instructional strategies and materials according to characteristics of the individual with ELNs.	N=32	6%	94%	0%
	GC4S1. Use research-supported methods for academic and nonacademic instruction of individuals with disabilities.	N=32	44%	56%	0%
	GC4S7. Use appropriate adaptations and technology for all individuals with disabilities.	N=32	22%	78%	0%
	GC4S12. Use responses and errors to guide instructional decisions and provide feedback to learners.	N=32	56%	44%	0%

LO #6) Students will promote professional, ethical, and collaborative practices in the field of special education.

Year	I. Classroom Environment	Number of Students	Target	Acceptable	Unacceptable	N/A
2015-2016	1. **Management of Classroom Learning Environments 2.4, 2.5, (II C,) (3.4, 1.0)**	N=14	93%	7%	0%	0%
	2. **Management of Routines 2.5, (II C), (3.4)**	N=14	93%	7%	0%	0%
	3. **Fostering a Learning Community 2.1, (II B & C), (3.4, 1.0)**	N=14	93%	7%	0%	0%
	4 **Expectations of Standards of Behavior NON NEGOTIABLE 2.3, 2.4, (II B), (3.4)**	N=14	86%	14%	0%	0%
	5. **Monitoring of and Response to Student Behavior NON NEGOTIABLE 2.3, 2.4, (II A), (3.4, 1.0)**	N=14	93%	7%	0%	0%
	6. **Promoting Engagement and Shared Responsibility for Learning 2.2 III B)**	N=14	86%	14%	0%	0%
	II. Planning		Target	Acceptable	Unacceptable	N/A
	7. **Lesson Objective 3.2, (I C), (3.1)**	N=14	86%	14%	0%	0%

			Target	Acceptable	Unacceptable	N/A
	8. Sequence of the Lesson 3.1, 3.2, (I C), (3.1)	N=14	86%	14%	0%	0%
	9. Lesson Planning NON NEGOTIABLE 3.2, 3.6, 3.7, (I A & C), (3.1))	N=14	79%	21%	0%	0%
	10. Selecting Appropriate Resources and Assessment Strategies when Planning the Lesson 3.4, 3.5, (II D), (3.1)	N=14	79%	21%	0%	0%
	11. Meeting the Needs of All Learners by Differentiating Instruction 3.7, (II D)	N=14	86%	14%	0%	0%
	III. Instructions		**Target**	**Acceptable**	**Unacceptable**	**N/A**
	12 . Material Usage During Instruction 4.2, 4.3, (II D), (3.3)	N=14	93%	7%	0%	0%
	13. Methods 4.1, 4.3, (II A & D), (3.3, 1.0)	N=14	79%	21%	0%	0%
	14. Communication During Initiation NON NEGOTIABLE 4.1, 4.3, 4.7, (I B) ,(3.3, 1.0)	N=14	79%	21%	0%	0%
	15. Communication During Closure NON NEGOTIABLE 4.7, (I B), (3.3, 1.0)	N=14	71%	29%	50%	0%
	16. Knowledge of Content Areas NON NEGOTIABLE 1.1, 1.2, (I A), (3.1)	N=14	93%	7%	0%	0%

		Target	Acceptable	Unacceptable	N/A
17. Promotes Independent Thinking through Questioning 3.8, 4.3, 4.4, 4.7, (II A & D), (3.3, 1.0)	N=14	71%	29%	0%	0%
18. Monitors Student Learning 4.6, (II D), (4.0)	N=14	86%	14%	0%	0%
IV. Assessing for Learning		**Target**	**Acceptable**	**Unacceptable**	**N/A**
19. Student Learning, Instruction, and Data Collection 5.2, 5.3, (II D), (4.0)	N=14	84%	16%	0%	0%
20. Monitoring Students' Understanding 4.6, (II D), (4.0)	N=14	86%	14%	0%	0%
21. Providing Feedback that Focuses on Content and Assists Students in Improving their Performance 5.5, 5.6, (II D), (4.0)	N=14	93%	7%	0%	0%
V. Communication		**Target**	**Acceptable**	**Unacceptable**	**N/A**
22. Oral and Written Language 1.3, (I B,) (3.5)	N=14	93%	7%	0%	0%
VI. Professionalism		**Target**	**Acceptable**	**Unacceptable**	**N/A**
23. Professional Attitude Toward Teaching and Dependability 6.11, (III A & B), (5.2)	N=14	100%	0%	0%	0%
24. Professional Attire 6.4, (III A)	N=14	100%	0%	0%	0%

			Target	Acceptable	Unacceptable	N/A
	25. Maintaining Confidentiality NON NEGOTIABLE 6.7, 6.11, (III A), (5.2)	N=14	86%	14%	0%	0%
	26. Professional Collaboration/Communication with Others 6.3, 6.4, (III D), (5.2)	N=14	100%	0%	0%	0%
	27. Professional Collaboration in Data Team Setting 6.3, 6.4 ,(III D), (5.2)	N=14	93%	7%	0%	0%
	28. Use of Communication Technology NON NEGOTIABLE 6.9	N=14	93%	7%	0%	0%
	VII. Student Diversity		**Target**	**Acceptable**	**Unacceptable**	**N/A**
	29. Developing a Positive Self-concept 2.1, 2.3, 5.7, 6.6, (II B & III B), (3.2)	N=14	93%	7%	0%	0%
	30. Understanding Individual Students 6.8, 6.2, (II A, B & C), (3.2)	N=14	100%	0%	0%	0%
	VIII. Self-Evaluation and Reflection		**Target**	**Acceptable**	**Unacceptable**	**N/A**
	31. Continuous Self-evaluation 6.1, (III B), (5.1)	N=14	93%	7%	0%	0%
	32. Integration of Feedback 6.1, (II B), (5.1)	N=14	100%	0%	0%	0%

33. Professional Growth 6.2, (III C & D), (5.1)	N=14	100%	0%	0%	0%