

Assurance of Student Learning Reflection 2024-2025	
<i>College of Education and Behavior Sciences</i>	<i>School of Teacher Education</i>
<i>Master of Arts in Education: LBD (0457)</i>	
<i>Dr. Susan Keesey, Director</i>	
Is this an online program? ☒ Yes ☐ No	Please make sure the Program Learning Outcomes listed match those in CourseLeaf. Indicate verification here ☒ Yes, they match! (If they don't match, explain on this page under Evaluation)

Instructions: For the 2024-25 assessment, we are asking you to reflect on the last three-year cycle rather than collect data. It's important to take time to look over the results from the last assessment cycle and really focus on a data-informed direction going forward. In collaboration with your assessment team and program faculty, review each submitted template from 2021-2024 and consider the following for each Program Learning Outcome, add your narrative to the template, and submit the draft to your **ASL Rep** by **May 15, 2025**.

Program Student Learning Outcome 1	
Program Student Learning Outcome	Demonstrate knowledge of the etiology of dyslexia and related learning disabilities, demonstrate knowledge of how dyslexia and reading disabilities impact learning in the classroom, use appropriate scope and sequence to develop effective, explicit, and systematic instruction including phonological processing and the structure of language, determine appropriate accommodations and modifications in the classroom, and research effective interventions for students with dyslexia. (SLO 1-4, 7 combined)
Evaluation	SPED 525 Lesson Plans (Fa 23) SPED 525 Discussion Board Posts (Fa 23)
Measurement Instruments	SPED 525 Lesson Plans (Phonics and Comprehension) Students will write two lesson plans during the semester. The first lesson plan will be on phonics and the second lesson plan will be on comprehension. Lesson plans will include hypothetical student demographic information, IEP goals, progress monitoring data, state standards, formative and summative assessment plans, modeling, guided practice, and independent practice.
Criteria & Targets	Students receive a passing grade (C or better; > 70%) on the aggregate of both lesson plans. At least 80% of students.
Results & Conclusion	<u>Results:</u> Fall 2023 - 90.91% received a passing grade on both lesson plans & 100% received a passing grade across both lesson plans with points taken in aggregate <u>Conclusions:</u> The assessment is appropriate and, at this time, serves the purpose of ensuring that all MAE: LBD students are able to demonstrate knowledge in the various areas described in the program SLOs.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the upcoming year, we will continue with SPED 525 as our main assessment source and we will: 2025-26 - Closely at students' submissions and identify potential trends in the feedback/needs of students. - Evaluate whether the discussion boards 2026-27 - After identifying potential trends, we will decide if additional instruction should be provided within SPED 525 or integrated in other courses. This is especially important for students who are teaching in upper grades. 2027-28 - Consider whether other sources of this data may be available. Or, whether other assignments or assessments are more appropriate for the next cycle.
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Administer assessments, analyze results to determine strengths and areas of need, and use assessment data to write goals/objectives for an Individualized Education Program. (SLO 5 and 9 combined)
Evaluation	SPED 530 Case Study (Fa 23 & Fall 24)
Measurement Instruments	SPED 530 Case Study Fall 23 & Fall 24 Throughout the semester, this assignment unfolded in three sequential parts, corresponding to the course modules and the student's chosen target student. The initial phase required students to select a skill to assess (e.g., reading, math, written expression) and select a CBM skill and assessment. Students were required to directly assess their target student, graph, and summarize the results of the assessment. Following this, the focus shifted to assessing the student's behavior. Students applied some of the concepts of behavior assessment including: operationally defining a target behavior, selecting an appropriate assessment method, and collecting baseline data on the target behavior of their target student. Finally, the project culminated in completing an Individualized Education Program (IEP) about their target student. The IEP included the data collected during the record review, CBM, and behavior assessments. Students will specifically be showcasing their ability to communicate scores in parent/guardian-friendly terms, developing present levels of performance statements, and corresponding IEP goals and objectives.
Criteria & Targets	Students receive a passing grade (C or better, >70%) on the aggregate of three parts of the case study. The aim was to have 80% of students receive a passing grade.
Results & Conclusion	<u>Results:</u> Fall 2023 (Previous ASL report), 100% of students received a passing grade on all three parts of the case study. <u>Conclusions:</u> While students were able to receive a 100% passing rate, a significant amount of support and coaching was required which led to instructors revising their instruction throughout the semester. The method of measurement and target are still appropriate.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the upcoming assessment cycle, we will: 2025-26 - ** see note in next SLO regarding program revisions for SLOs in this program **

	- Continue to review the feedback and additional support needed for students to complete the Case Study assignment. Consider Additional resources to integrate - Check the placement clinical hours assigned to this assessment and consider preparation and opportunities for some of these skills to be introduced in other courses - Consider use of the CAEP rubric as criteria for this assignment in addition or in lieu of assignment-level points
	2026-27 - Evaluate utility of the CAEP rubric integration
	2027-28 - Finalize any changes through courseleaf based on this cycle

Program Student Learning Outcome 3	
Program Student Learning Outcome	Accumulate available resources to share with parents, teachers, and other partners. (SLO 8)
Evaluation	SPED 612 Stakeholder Assignment and Discussion Boards (Fall 2023)
Measurement Instruments	SPED 612 Stakeholder Assignment and Discussion Boards The purpose of the stakeholder assignment is to explore more closely the various stakeholders in the IEP processes beyond the three most commonly addressed: special educators, general educators, and parents. For this assignment, students will choose three additional stakeholders to explore. Then, students will create a handout for each to summarize the dynamics and issues of each of the chosen stakeholders. For this activity [discussion board], students gather resources for stakeholders to understand the IEP process (meetings, procedural rights, eligibility information, behavior, collaboration) related to course objective number 8. Students will search for 2 quality resources for parents or general education teachers that provide training and information on the IEP process. Complete (if it is a module) or review the resource to be able to answer the reflection questions below. Suggested places to start: Parent Training Institutes, ed.gov, IRIS modules, Vkclearning.org, KDE DoSE website, KDE or KY Spin materials. For the discussion board, students will locate 4 resources or agencies available to support individuals with disabilities and their families in the transition from school to post-school outcomes. These can be websites, individual agencies, national, state-wide, or local. Students will assess each of the four resources regarding (a) the extent to which their supports are parent-friendly, (b) the types of services available, and (c) whether the resource is available to students in KY.
Criteria & Targets	Students receive a passing grade (C or better; > 70%) on the aggregate of the stakeholder assignment and the two specified discussion board posts. We aim to have at least 80% of our students receive a passing grade (C or better; > 70%) on the aggregate of the stakeholder assignment and the two specified discussion board posts.

Results & Conclusion	<u>Results:</u> 7 of 7 (100%) received a passing grade on associated activities/assignments. 7 of 7 (100%) received a passing grade on associated activities/assignments with points taken in aggregate <u>Conclusions:</u> Students successfully accumulated appropriate and available resources to parents, teachers, and other stakeholders. This collection of assignments taken together seems to be an appropriate and successful assessment of this SLO and will continue to be used in future assessment cycles. We will continue to monitor its appropriateness and the needs of students related to completing the assignment.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the upcoming assessment cycle, we will: 2025-26 - Consider whether this continues to be a program-level assessment data point that serves the program. - Review all SLOS and combine to a fewer number - Consider use of the Praxis test scores and capstone as second instrument for the combined program SLOs. - Submit changes to courseleaf 2026-27 - Evaluate baseline data if this SLO persists 2027-28 - Evaluate data for upcoming cycle

Program Student Learning Outcome 4	
Program Student Learning Outcome	Deliver instruction, collect and graph data, and use data analysis to refine instruction. (SLO 6)
Evaluation	SPED 531 DBI Case Study
Measurement Instruments	SPED 531 DBI Case Study This project is a cumulative, adaptive, semester-long project that focuses on explicit instruction within an academic subject and using data to make adjustments to instruction. Parts A-B will be submitted throughout the semester, for the opportunity for revisions and feedback. All revised parts will be turned in with Part C by the end of the semester. Part A: background information, initial assessments, and present skills. Part B: initial instruction (intervention 1). Part C: data analysis and guidelines for next steps within instruction.
Criteria & Targets	Students receive a passing grade (C or better; > 70%) on the final submission of the Case Study. We aim to have at least 80% of our students receive a passing grade (C or better; > 70%) on the final submission of the Case Study.

Results & Conclusion	<u>Results:</u> Spring 2024 - 90.91% of students received a passing grade on final submission of the Case Study. <u>Conclusions:</u> Students are able to demonstrate appropriate instructional planning and use data analysis skills to refine future instruction and potential interventions. When working on the assignment, we will continue to monitor the students' progress in completing the assessment and their needs (commonly asked questions, confusion, etc.).
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For the upcoming assessment cycle, we will: 2025-26 - Consider whether to shift this assignment to math-specific since there is a reading and literacy-specific course - Consider alignment between this assignment with MAT data collection since courses are combined - Use CAEP-rubric criteria to evaluate in addition to or in lieu of the point-specific criteria 2026-27 - Based on baseline data, consider revising the assignment if necessary - Complete any curricular changes via Courseleaf 2027-28 - Consider additional measures or tools for the next assessment cycle.