

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 Teaching: Special Education LBD & MSD Initial Certification #0456</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	Understand how exceptionalities impact development and learning, and deliver individualized evidence-based instruction to support learning.
Evaluation	This continues to be a relevant learning outcome for initial certification students in SPED. It should not be changed and has not been changed. Students demonstrate their understanding of how exceptionalities impact development and learning and deliver individualized evidenced-based instruction to support learning in their SPED 590 capstone class. (TWS Rubric)
Measurement Instruments	The TWS is used for all initial certification both in UG and Grad in STE (https://sites.google.com/view/wkutws/pre-student-teaching?pli=1) The rubric is appropriate, at this time, though further integration and training could be included (see 3 year plan below).
Criteria & Targets	At present, the criteria for success does not need to be changed. Students appear to be sufficiently challenged and are able to demonstrate their understanding and are able to apply what they have learned throughout the program.
Results & Conclusion	<u>Results:</u> Are the results what was expected or not? What stood out in the assessment cycle over the past three years? Explain The results are consistent for the last three semesters of data collection. <u>Conclusions:</u> Thus far, the TWS is a sufficient artifact for this outcome. Prior to that, the students did not see this form in before their student teaching semester. During our CAEP assessment process, we identified additional formative data collection points for this instrument based on the extent of support students needed in their final semester.

<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	For our next assessment cycle, we would like to do the following: 2025-26 - More explicit integration to develop better capacity for understanding this template prior to their final semesters. - Currently the template is in 531 and 615, however, for many MAT students, they require multiple exposures to gain understanding. We should consider other spaces to embed the template. - Work with OPES and our university-level supervisors to understand the lesson planning process in the context of districts to make connections. - Consider whether components map onto SPED 530 and SPED 529 in assessment ? - Consider 515 and 610 as initial introductions to this standard. 2026-27 - Evaluate additional integrations - Consider whether class thresholds and faculty loading allow to break off MAT and MAE sections 2027- 28 - Initiate MAT-dedicated sections (contingent on staffing)
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Program Student Learning Outcome 2	
Program Student Learning Outcome	Students will use multiple means of assessment data to drive instruction and demonstrate understanding of how behavior impacts learning to create safe, inclusive, and culturally responsive learning environments to promote learning. (SLO 2-4 combined)
Evaluation	Students prepare a unit plan of teaching including four to ten days of instruction. Students are to assess pre- and post-instructional levels and assess the various, unique characteristics for the students they are instructing. Students provide a written plan as part of the data collection and have teaching observations as part of their final unit observed by the course instruction. Students also receive final dispositions from faculty and supervisors. Students are in their student teacher semester and expected to have aligned their instructional practices on an individualized level for each student in their class/resource setting.
Measurement Instruments	SPED 590 Teacher Work Sample (Fa 23, Sp 24)
Criteria & Targets	The Criteria for SPED 590 is P/F which, at this time is appropriate.
Results & Conclusion	<u>Results:</u> The results were expected in Fall 2023 & Spring 2024 100% received a grade of P. <u>Conclusions:</u> Providing support and feedback throughout the process has been shown to be helpful and integral to student success. More instruction on the expectations and requirements during the past 3 years is also something that has worked.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	Our next cycle will include the current measurements plus the following: 2025-26

	- In the next year we will closely consider the needs of each cohort and whether or not more support to achieve criteria needs to be included. - We will begin to think of other ways to prepare students throughout their course sequence to be better prepared and to excel in SPED 590 and on the TWS. - Update name and title of artifact website with SPED-specific examples for our students 2026-27 - After considering other ways to prepare students (see 25/26) we will look closely at the assignments/assessments related to means of assessment, understanding behaviors impact on learning, and culturally responsive learning environments to promote learning that are provided throughout the program to ensure that assignments are building on each other and contributing to a cohesive and complete experience regardless of students SPED 590 classroom setting. 2027-28 - Reflect on 26/27 work as a team and determine ways that assessments/assignments can be changed to better provide a cohesive and complete experience to MAT students.
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Program Student Learning Outcome 3	
Program Student Learning Outcome	Students will collaborate effectively with colleagues and parents in addition to demonstrate the attitudes and dispositions of a special educator (SLO 5 and 6).
Evaluation	SPED 515 Co- teaching assignment (Fall 23, Wi 23/24 & 24/25, Spring 24, Fall 25, Spring 25) for LBD After reading about co-teaching models, and collaborating with another teacher as co-teaching partners, students describe each co-teaching model and develop a scenario in the classroom that would be appropriate for each co-teaching model with rationale for the model chosen. Students also reflect on the common challenges in co-teaching and how they might effectively overcome the challenge in their current or future classroom. SPED 612 Collaboration Assignment for MSD (Fall 23) For this assignment, students participate in a simulated parent interaction where the parent is upset. Students are presented with a possible scenario and then “called to the office to meet with the parent”. We use a live simulation platform known as Mursion. This assignment occurs in two parts. For the first part, students sign up for a 1-hr simulation slot. Students have an opportunity to engage with the parent. For the second part students write a reflection on this experience.
Measurement Instruments	SPED 612 Collaboration assignment (embedded in SPED 630 for MAT LBD). Video of students interacting with parents via. Mursion platform and reflection written based on their experience. SPED 515- students produce a presentation on various models that includes description, scenarios, and visual of each.
Criteria & Targets	SPED 515: Students receive a grade of C or >70% on the assignment. SPED 612: Students receive a grade of C or > 70% on the assignment. Previous targets were to have 80% of our students receive a passing grade (23/24).
Results & Conclusion	Results: Results are as expected. In Fall 2023 86.67% of students received a passing grade. In Winter 23/24 passing grades were 66.67% and in Spring 24 passing rate was 100%, (SPED 515 LBD).

	For SPED 612 (MSD), 100% of students received a passing grade. <u>Conclusions:</u> For SPED 515: ensuring that students have multiple resources to help them to create a robust presentation (IRIS modules, text chapters, articles, etc). For SPED 612: encouraging and reinforcing a thorough reflection on their Mursion experience was helpful.
<u>**IMPORTANT - Plans for Next Assessment Cycle:</u>	We propose the following for the next assessment cycle: 2025-26 - Consider adding submissions for MAT to portfolio as well so that it is aligned with the CAEP criteria for easier disaggregation. - Add the (CEBS Common Rubric for the Assessment of Candidate Dispositions in Advanced Preparation Programs) as a second instrument to gauge progress towards and mastery of dispositions for this criteria. Students collaborate as part of the program. These data are already collected as part of CAEP. 2026-27 - Review and update Courseleaf for any assessment changes implemented from baseline data collection for this cycle. 2027-28 - Consider the continued benefit of current instruments. Review program-wide to determine if new assessments need to be deployed for next cycle.