

Program Level Student Learning Outcomes Assessment

Special Education Programs

University of Alaska Southeast School of Education

Prepared by : Jill Burkert, Ph.D.

SPA : Council for Exceptional Education

AY 2017

Program Overview

The Special Education program at UAS consists of four pathways, M.Ed, Graduate Certificate, Master of Arts in Teaching, and the Bachelor of Arts. The M.Ed. is composed of two steps. Candidates who are certified teachers can obtain an endorsement to an existing teaching certificate through the graduate certificate portion of the program and have the option of stopping or continuing for a M.Ed. degree in special education through the completion of additional coursework including a masters' thesis. The Masters of Arts in Teaching (MAT) degree was initiated in 2012 to provide an alternative route to certification in special education to candidates who do not have an existing teaching certificate but who do have a baccalaureate degree. The Bachelor of Arts in Special Education is a program that was also initiated in 2012 that allows candidates to complete their baccalaureate degree that includes coursework leading to certification in special education.

The special education program consists of two full time and one part time faculty member. Since the BA and MAT programs are still growing, the courses are taught as "stacked" courses. This means that all programs are included in the course roster for each course offering in a given semester. The needs of the candidates in the BA and MAT programs differ from the M.Ed./GC and that should be the basis for arranging the courses for different groups. Because the BA and MAT are initial certification programs a rationale can be made for including these programs in one section and the M.Ed./Graduate certification program that consists of typically more experienced certified teachers in another. Due to the number of candidates and the number of faculty, the program has been limited by this method of instructional "stacking". Faculty workloads allow for little expansion to include more candidates or offering of additional courses. If the statewide need for more special education teachers is to be met, then strategies for adding additional faculty will need to be considered.

The State of Alaska has a growing need for special education teachers and the UAS programs were designed to meet those needs by supporting teachers in the field as they transition to special education, and by providing pathways for

candidates who do not have a teaching certificate, the BA and the MAT programs. The candidates enrolled in the Graduate Certificate program constitute the largest group. Many of these candidates are part of the General Education to Special Education incentive program sponsored by the Anchorage School District. The number of candidates who live and work in Alaska Native villages waxes and wanes, however in the last two years there has been an increasing number of candidates from these remote and rural locations. Many of the candidates in both the MAT and BA programs are employed as paraprofessionals in their districts. Since most of our candidates are “place bound” the current e-learning format provides the flexibility that many candidates need since the majority of our candidates in all programs are employed. None of the programs in special education are cohorts. The development of a cohort for the MAT program may be an option to consider however any expansion of the programs in special education will need additional program resources.

The faculty in special education have developed a system of support for our candidates who often work in challenging situations in public schools. The program is committed to inclusive practice and social justice. All of our required core courses emphasize the development and implementation of culturally responsive special education services in all Alaska communities and in particular the rural and remote Alaska Native villages. All courses emphasize reflective practice and inquiry based interventions. These components are in our course rubrics and align with the CEC standards.

The faculty is very student-centered in our courses and in a similar manner encourage our candidates to develop learner centered, individualized and trauma informed classroom practices. The need for individualized and trauma informed practice is becoming increasingly important in educational settings. The coursework stresses the need for understanding the impact of trauma as well as the need for an inquiry based approach to assessment and interventions. The importance of collaboration with families, reflection on practice, and knowledge theoretical foundations of practice and instruction are central components to the special education program at UAS.

Program Student Learning Outcomes and Assessment Process

All of the special education programs were recognized by the Council for Exceptional Children in 2016. All of the courses were developed based on the CEC standards, the INTASC standards, School of Education conceptual frameworks, and the specific learning objectives. Each syllabus provides a grid that aligns these standards with the course content. Candidate performance is assessed using the rubrics that have been developed. Each course is based on at least one of the six key assessments that were developed for the CEC accreditation process. The rubrics are available in our Live Text course assessment template and are used to evaluate candidate progress in each area. Copies of two sample screen shots from the Livetext templates are attached to this report. The specific learning objectives for each course align with the CEC standards and provide an outline of what criteria need to be addressed in each course. CEC requires that data pertaining to each of six key assessments be a part of the reporting process. Each course in all of the special education programs requires completion of at least one of the key assessments. These key assessments are used to construct a final candidate portfolio that is required for all programs. The portfolio consists of the six required key assessments that are completed during the coursework for each program and reflective statements for each standard that connect the content of the CEC standard with the key assessment. The final evaluation of portfolios is a review by faculty on the Live Text website.

The assessment process is an integral part of all courses in the special education programs. The portfolio is used as a final review of candidate work and is aligned with scoring templates (see attached samples). Since the key assessments in each program provide opportunities for candidates to acquire important skills that are teacher competencies such as writing goals and objectives for IEP's, it is the practice of the faculty to use a mastery based learning model. Candidates submit work and are provided opportunities to resubmit work until it meets at least the minimum criteria as described in the course rubrics. The number of candidates who do not continue in the program is

a very small number. For example there were only three MAT students who did not meet standards criteria and all three have left the program. In two of these cases the students left the state.

Evaluation of Data:

Head Count: Enrolled in classes

Term/Program	Summer	Fall	Spring
BA	9	21	19
GLI	10	14	9
MAT	11	21	24
M.Ed (may include Some GLI)	14	24	28

According to the data retrieved from the IE database, the total students in the Special Education program in Summer 2016 was 71, Fall 124, Spring 131. Based on this data, some students who are enrolled in programs are not taking courses. If this data is correct this would be an area to explore.

Admissions

Term/Program	M.Ed.	GLI	MAT	BA
Summer 2016	6 (includes students Obtaining a M.Ed. and GLI)	4	2	
Fall 2016	8	5	6	7
Spring 2017	8	1	5	1

Evaluation Candidates who Completed the Program : Key Assessments

This is an overall assessment of candidates who completed the programs based on their key assessments.

M.Ed./GLI Completers

Total 21 for both M.Ed. and Graduate Certificate

Of these 12 completed the G.C. only. Nine completed the M.Ed. degree

MAT Completers 7

CEC Key Assessment	Target	Met	Not Met
Case Study	18	3	
Transition Plan	15	6	
IEP Project High Incidence	18	3	
IEP Project Low Incidence	12	9	
Language and Literacy Project	18	3	
Portfolio	18	3	
MAT Completers 7			
CEC Key Assessment	Target	Met	Not Met
Case Study	4	3	
Transition Plan	4	3	
IEP Project High Incidence	4	3	
IEP Project Low Incidence	3	4	
Language and Literacy Project	3	4	
Portfolio	3	4	

There were no completers in the BA program

Evaluation for AY 17 Special Education Programs

The CEC Standards are aligned with SLO's. The SLO statements are based on the CEC program report requirements and the criteria for the CEC standard addressed. All rubrics for courses are aligned with the CEC standards and include the components of the SLO's for that particular course.. The course syllabi align

CEC standards with INTASC standards and SLO's. (See sample). The SLO language reflects the CEC standards and requirements for key assessments aligned with a particular course. Each key assessment is evaluated using the Live text system.

The key assessment strategy helps organize coursework in order to facilitate ongoing assessment and review by faculty. This is sometimes intentionally repetitive with respect to certain key factors such as planning and assessment. The intent is to provide not only ongoing mastery by candidates but also to provide faculty with the ability to assess student progress using a variety of key assessment products providing a more robust approach to student assessment. By doing this all faculty are able to address key factors in coursework and in particular those factors that are related to teacher competencies.

CEC standards and Key assessments :

Standard 1 Learner Development and Individual Learning Differences (Early childhood, Curriculum strategies for both high and low incidence, Introduction to special education)

Standard 2 Learning Environments (Practicum, Student teaching, Assessment, Curriculum strategies for both high and low incidence disabilities, Introduction to special education courses) Key assessment: Practicum observation , Case Study, IEP Project for both High and Low incidence disabilities.

Standard 3 Curriculum Content Knowledge (all special education courses assess this standard) Key assessments: IEP project for high and low incidence disabilities, Case Study, Language and literacy assessment project.

Standard 4 Assessment (Assessment and Curriculum Strategies for both high and low incidence disabilities, transition planning, early childhood, Language and literacy). Key assessment: Case study

Standard 5 Instructional Planning and Strategies (Practicum, Student teaching, Language and Literacy, Curriculum strategies for both high and low incidence disabilities) Key assessment: IEP project for both High and Low incidence disabilities

Standard 6 Professional Learning and Ethical Practice (all courses address this standard) Portfolio with key assessment artifacts and seven reflective papers based on the CEC standards.

Standard 7 Collaboration (Introduction to Special education, Practicum, Student teaching, early childhood, transition. All courses address this standard)

Key assessment : Transition Plan, Early Childhood IEP/ISFP

Summer 2016

Note all classes are stacked and the totals are in the M.Ed./MAT/BA format

Course/CEC Standard	1	2	3	4	5	6	7	Target	Met	Not met
EDSE 612/412 Curriculum Strategies /Low Incidence (M.Ed./GLI 6, /MAT 1, /BA 4)	X	X	X	X	X	X	X	6/1/3	1 BA	1 BA
EDSE 622/422 Curriculum Strategies /High Incidence	X	X	X	X	X	X	X	8/2/1	1MAT/1BA	
EDSE 677/483 Language and Literacy(Not offered in summer)			X	X	X	X				
EDSE 610 Assessment (not offered in summer)	X	X	X	X	X	X	X			
EDSE 695 /495Professional and Ethical Practice (portfolio) (Not offered in summer)	X	X	X	X	X	X	X			
EDSE 694/494 Practicum MAT and BA must also complete student teaching (Not offered in summer)	X	X	X	X	X	X	X			
EDSE 605 Early Childhood for M.Ed. and GLI/MAT only	X		X	X		X	X	10/5/		

EDSE 485/685 Transition Planning M.Ed. /GLI 12/MAT 5/BA 2		X		X			X	9/4/2	3/1	
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Fall 2016

Course/CEC Standard	1	2	3	4	5	6	7	Target	Met	Not met
EDSE 612/412 Curriculum Strategies /Low Incidence M.Ed./GLI 11	X	X	X	X	X	X	X	8/4/2	2/2/	1/1/
EDSE 622/422 Curriculum Strategies /High Incidence (not offered in Fall)	X	X	X	X	X	X	X			
EDSE 677/483 Language and Literacy			X	X	X	X		5/3/6	2/0/1	
EDSE 484 Collaboration with Families (BA only)	x		x	x			x	7	3	1
EDSE 610 Assessment		X	X	X	X	X	X	10/1/2	4/2/0	1 MAT
EDSE 695 /495Professional and Ethical Practice (portfolio)	X	X	X	X	X	X	X	8/5/2		
EDSE 694/494 Practicum MAT and BA must also complete student teaching ED 688 MAT	X	X	X	X	X	X	X	8/5/2 2 MAT		

EDSE 605, 685 and 622 are not offered in the Fall.

Note: Two students did not meet standards due to withdrawal from the program and did not formally withdraw through the registrar.

Spring 2017

Course/CEC Standard	1	2	3	4	5	6	7	Target	Met	Not met
EDSE 612/412 Curriculum Strategies /Low Incidence (not offered in spring)	X	X	X	X	X	X	X			
EDSE 622/422 Curriculum Strategies /High Incidence M.Ed./GLI 10/MAT 7/2	X	X	X	X	X	X	X	8/5/2	2/2/	1 MAT*
EDSE 677/483 Language and Literacy			X	X	X	X		5/3	0/2	
EDSE 610 Assessment (MAT and M.Ed.)		X	X	X	X	X	X	9/2		
EDSE 695 /495 Professional and Ethical Practice (portfolio)	X	X	X	X	X	X	X	10/3/2	3/1/1	
EDSE 694/494 Practicum MAT and BA must also complete student teaching ED 688 MAT	X	X	X	X	X	X	X	7/2/1 7MAT		
EDSE 685/485		X		X			X	9/2/1	1 BA	1*MAT

- Candidate did not attend classes and moved

Other Courses: MAT and BA Students are required to take EDSE 692/492. This is a course that is based on developing research skills, and a review of literature surrounding a topic chosen by the candidate. M.Ed. candidates take EDSE 692 which is part 1 of the Master's thesis project. EDSE 698 is the final course in the development of the thesis. Since these courses are not part of the CEC assessment process, yet, the results of assessment were not included in the assessment grid. Most candidates enjoy the research process and do exceptional work in their research.

Conclusion:

The future plans for the Special Education programs will hopefully include additional staff members who can provide an opportunity to separate the BA and MAT students into a separate Sections. This would allow expansion and refinement of both of these programs. The current faculty review student learning on a continuous basis. Changes are made to the courses based on student outcomes, and changes in the CEC requirements.