Special Education Mild/Moderate for Elementary Education Grades 1-5 [ASEE]

Cycles included in this report:
Jun 1, 2018 to May 31, 2019

Program Name: Special Education Mild/Moderate for Elementary Education Grades 1-5 [ASEE]

Reporting Cycle: Jun 1, 2018 to May 31, 2019

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

No

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

3 Example of Program Improvement

2015-2016:
By reviewing the data throughout the assessments, it shows evidence that the candidates' performance has improved in applying the instructional strategies, observation's techniques, data's collection, behavior management, and evaluating students' academic and behavior performance.
The major assessment for SPED 403 the "Essay on Collaboration" will be replaced with the "Directory of Service." Each student will develop a directory of services which will include at least five agencies, for each of the 10 types of disabilities that provides intervention service service for children with disabilities and their families in the student's local communities. They will also need to select one of the director/person-in-charge and conduct an interview.

2016-2017:
Through the review of data from 2015-2016, evidence of candidates' improvement exists in the following areas: implementation of instructional strategies; observation techniques; data collection; behavior management; evaluating students' academic and behavior performance.
The above statement is not supported by current data.These courses were taught under a different instructor. As a new professor, the entire special education program is being restructured and courses are being re-written to produce solid evidence of candidate improvement.

2017-2018:
There were no examples of program improvement reported.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

4 Program Highlights from the Reporting Year

2016-2017:
New assessment coordinating activities have brought a renewed emphasis on data collection and assignment development.

2017-2018:
There were no program highlights reported.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

5 Program Mission

The SPED ED M/MOD for Secondary Ed GR 6-12 (P.B.C.) is designed to prepare teacher education candidates for entry into teaching Mild/Moderate students. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and instill professionalism, collaboration, reflection, and a respect for diversity.

6 Institutional Mission Reference

While McNeese State University is primarily a teaching institution of the undergraduate students, the special education mild/moderate certificate program does serve the regional K-12 educational employers and educational communities in its region. The SPED certificate is an add-on certification for certified teachers in Louisiana.

7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment and Completer Numbers.
Track levels of student enrollment, retention, and completion, and monitor trends to determine actions needed to increase or maintain viable levels of enrollments and completers. Active recruitment efforts within the community specific to your program.

Benchmark: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

7.1 Data

Program - SPED EI:

Academic Year	# of students	
	Enrolled	Completers
2014-2015	4	0
2015-2016	1	1
2016-2017	0	0

Program - SPED M/M Grades 1-5:

Academic Year	Offcially enrolled within program	# of completers fall semester	# of completers spring semester	Total # of completers
2014-2015	2			1
2015-2016	6			1
2016-2017	15			13
2017-2018	10	0	2	2
2018-2019	9	0	0	0

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:
Track enrollments for another year before deciding specific benchmark. Determine appropriate methods of recruitment.
Faculty will advise students of the requirements to complete the program.

2017-2018:
Analysis of Data: The benchmark was not met.

Plan for Continuous Improvement: The goal of 2018-2019 is to collaborate with Elementary faculty to contact graduating seniors about the PBC opportunities as well as to collaborate with McNeese State University Office of Admissions to contact 100% of applicants indicating interest in the PBC program.

Recommendations to Successful Implementation of Plan for Improvement:

- The Recruitment Committee will document two in-services and job fairs attended with the intent to recruit for the Elementary PBC program.
- A minimum of 10 potential PBC students' information will be collected on sign-in sheets at these events.

2018-2019:
With the redesign of the elementary education curriculum, candidates will have all of the coursework needed to complete the add-on certification in mild-moderate. We are also looking to add the SPED M/M as a minor for candidates who are in secondary education. We are hoping that this will increase interest in the program from within.

8 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development.
Provide a comprehensive curriculum that reflects disciplinary foundations and remains responsive to contemporary developments, student and workforce demand, and university needs and aspirations.

Benchmark: Program faculty will meet at least two times during the year to discuss curriculum changes/implementation, assessment data, and progress monitoring of action plans.

Prior to 2015-2016, the benchmark was that faculty meet three times per year.

8.1 Data

2015-2016:
- January 12, 2016 QEP Campus-Wide discussion of advising strategies.
- January 13, 2016 DEP faculty meeting, Lesson Planning, and rubric revisions.
- May 16, 2016 DEP Workshop, Assessment for Specific Curricula.

2016-2017:
- Dec. 2016 LA SPED competency alignment across program.

Curriculum alignment includes:
- InTASC standards
- Program standards
- Year-long residency
- Louisiana Components of Effective Teaching
- Louisiana Teacher Preparation Competencies
- Louisiana Student Standards

2017-2018:
See attached data table.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

PBC_SPED_Curriculum Development_17-18

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
- During the QEP meeting, faculty discussed advising strategies adn procedures to enhance retention and graduation rates.
- Faculty discussed the lesson plan template and decided to use a more universal format in professional education courses.
- Rubrics for specific assessments were evaluated and changed to align with CEC standards

- Assignments were evaluated to identify strengths and weaknesses and changed to reflect the rigor of the course.

2016-2017:
Assessment alignment of standards/competencies.

2017-2018:
Analysis of Data: The benchmark was met.
The faculty collaborated with local districts six times during spring 2018. The faculty attended six professional development meetings throughout spring 2018. Faculty attended eight retention and recruitment sessions throughout spring 2018.
No noticeable trends due to lack of comparative data.

Plan for Continuous Improvement:
- Program faculty will continue to meet at regular intervals throughout the year to discuss curriculum redesign and other programming issues/concerns.
- Program faculty will continue to collaborate with local districts to strengthen our program to prepare our teacher candidates to fully meet district needs.

Recommendations to Successful Implementation of Plan for Improvement: Faculty will gather district input for consideration as curriculum changes are approved and adopted in regard to field experiences and student teaching.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

9 Assessment and Benchmark EDUC 245 Universal Design for Learning

Assessment: Universal Design for Learning Project (EDTC 245)
The students will learn vocabulary, review video, and current research about Universal Design for Learning (UDL), and then they will write a summary of this learning activity.

Benchmark: Candidates will earn a minimum average of 70% on the Universal Design for Learning assessment.

Course Links

EDTC245 [Educational Technology Foundations (Lec. 3, Cr. 3)]

Outcome Links

Instructional Technology [Program]
Graduates consider the present, past, and future of instructional technology, while helping individual students develop personal understanding and apply what they learn in diverse educational settings.

9.1 Data

Term	Students earning 70%		Mean score	Benchmark met?
	#	%		
Fall 2015	54/60	90%	84	Yes
Spring 2016	57/60	95%	57	Yes
Fall 2016	N/A	N/A	N/A	N/A
Spring 2017	N/A*	N/A	N/A	N/A
Fall 2018				
Spring 2019				

*There were no SPED Mild/Moderate candidates enrolled in EDTC 245 in 2017-2018 and no data reported in 18-19

EDTC245 [Educational Technology Foundations (Lec. 3, Cr. 3)]

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
The majority of students scored above the minimum of 70% accuracy. Data collection improved in 2015-2016, and the department will continue to administer this exam and monitor results. Faculty of EDTC 245 converted the online course into a hybrid course in fall 2014, and the department will be able to analyze the efficacy of this move next year since several semesters of data will be available.

2016-2017:
No data was available for this academic year because the two professors responsible for it left the University. New assessments begin in 2017-2018.

2017-2018:
Analysis of Data: There was no new data reported for the 2017-2018.

Plan for Continuous Improvement: No new goals were set for the upcoming year.

Recommendations to Successful Implementation of Plan for Improvement: No recommendations were set for the upcoming year.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

EDTC245 [Educational Technology Foundations (Lec. 3, Cr. 3)]

10 Assessment and Benchmark Data Interpretation Report (Replaced the RTI in EDUC 336)

Assessment: Data Interpretation Report.
The Data Interpretation Report replaced the RTI in EDUC 336 in spring 2018.Students should evaluate an initial Individualized Education Plan as well as an Individualized Family Service Plan for a child with special needs by analyzing and interpreting data from formal and informal assessment procedures in Response to Teaching Intervention (RTI) report with a minimum of 80% accuracy on the first attempt.
EDUC 336: Assessment in Special and Inclusive Education

Council for Exceptional Children:
4.1 Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
4.3 Beginning special education professionals, in collaboration with colleagues and families, use multiple types of assessment information in making decisions about individuals with exceptionalities.
5.10 Identify and teach basic structures and relationships within and across curricula.
5.12 Use responses and errors to guide instructional decisions and provide feedback to learners.

LCET:
1A4 Identified materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity.
1A5 State method(s) of evaluation to measure learner outcomes.
2A1 Organizes available space, materials, and/or equipment to facilitate learning.
2C2 Uses monitoring techniques to facilitate learning.
3D1 Consistently monitors ongoing performance of students.
3D2 Uses assessment techniques effectively.

Benchmark: 80% of the candidates will score a minimum of 3.00 on each rubric element of the assessment.

Assessment [Program]
Graduates understand assessment is integral to the decision-making and teaching of special educators, and special educators use multiple types of assessment information for a variety of educational decisions. Graduates use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning programs.

2007 ACEI Elementary Education Standards and Supporting Explanation [External]

4.0 Assessment for instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

5.1 Professional growth

Candidates are aware of and reflect on their practice in light of research on teaching, professional ethics, and resources available for professional learning; they continually evaluate the effects of their professional decisions and actions on students, families and other professionals in the learning community and actively seek out opportunities to grow professionally.

2013 InTASC Standards [External]

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learners' decision making.

Special Education Teacher Competencies [External]

1

The teacher candidate uses knowledge of measurement principles and practices to interpret assessment results and guide educational decisions for students with exceptionalities.

1

The teacher candidate uses data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.

2

The teacher candidate identifies reliable methods of response from students who lack typical communication and performance abilities, using supports as needed to accommodate individual student needs.

10.1 Data

Term	Students earning 70%		Mean score	Benchmark met?
	#	%		
Spring 2015	9/9	100%	N/A	Yes
Fall 2015	16/21	85%	80	Yes
Spring 2016	15/17	92%	87	Yes

EDUC 336 Assessment in Special and Inclusive Education:

Rubric Element	InTASC Standard		Fall 2017
Learner Differences Narrative	2j	Number	0
		Mean	
		Range	
		% Proficient	

Rubric Element	InTASC Standard		
		or Higher	
IEP Review	2h	Number	
		Mean	
		Range	
		% Proficient or Higher	
Test Data Past/Present	6I	Number	
		Mean	
		Range	
		% Proficient or Higher	
Data to Determine Student Performance Abilities	6g	Number	
		Mean	
		Range	
		% Proficient or Higher	
Case Study Focus	2a	Number	
		Mean	
		Range	
		% Proficient or Higher	

*The Response to Teaching Intervention used in fall 2017 was replaced with Data Interpretation Report. Results for spring 2018 are reported below.

Rubric Element	InTASC Standard		Spring 2018	Fall 2019	Spring 2020
Data Analysis	6g	Number	2	0	0
		Mean	30		
		Range	30		
		% Proficient or Higher	100%		
Strategies Research	8a	Number	2		
		Mean	30		
		Range	30		
		% Proficient or Higher	100%		
Test Data Past/Present	6k	Number	2		
		Mean	5		
		Range	5		
		% Proficient or Higher	100%		
Recommendations	2f	Number	2		
		Mean	10		
		Range	10		
		% Proficient or Higher	100%		

*No data reported for 2018-2019.

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Students should evaluate an initial Individualized Education Plan as well as an Individualized Family Service Plan for a child with special needs by analyzing and interpreting data from formal and informal assessment procedures in Response to Teaching Intervention (RTI) report with a minimum of 80% accuracy on the first attempt.

2016-2017:
No data was available for this academic year because the two professors responsible for it left the University. New assessments begin in 2017-2018.

2017-2018:
Analysis of Data: The benchmark was met. Due to the small student population, aggregation of data is on-going and will be reported once statistically viable sample sizes are gathered (two students enrolled for spring 2018).

Plan for Continuous Improvement:
- Program faculty will continue to meet at regular intervals throughout the year to discuss curriculum redesign and other programming issues/concerns.
- Program faculty will continue to collaborate with local districts to strengthen our program to prepare our teacher candidates to fully meet district needs.

Recommendations to Successful Implementation of Plan for Improvement: Faculty will gather district input for consideration as curriculum changes are approved and adopted in regard to field experiences and student teaching

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

11 Assessment and Benchmark SPED 403 Essay on Collaboration

Assessment: Essay on Collaboration.
Students should select and write about a topic within the field of effective collaboration for M/MOD for Secondary Ed. The paper will be a research-based best practices, resources, and strategies.

Benchmark: 100% of candidates will score a minimum of 80% on the Essay on Collaboration.

Course Links

SPED403 [Working with Families and Paraprofessionals in Programs for Exceptional Students (Lec. 3, Cr. 3)]

Outcome Links

Collaboration [Program]
Graduates collaborate effectively to include and teach individuals with exceptional learning needs (ELN). Also, providing resource to their colleagues in understanding the laws and policies relevant to Individuals with ELN

11.1 Data

Term	Students earning 80%		Mean score	Benchmark met?
	#	%		
Spring 2015	27/29	95%	N/A	Yes
Fall 2015	34/34	100%	100	Yes
Spring 2016	37/37	100%	100	Yes
Fall 2019				
Spring 2020				

*No data was available for 2016-2017, 2017-2018, or 2018-2019.

Course Links

SPED403 [Working with Families and Paraprofessionals in Programs for Exceptional Students (Lec. 3, Cr. 3)]

11.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
This is the second semester to administer this assessment. The level of achievement was met, and the assignment was not rigorous enough. Therefore, the major assessment in this course will be replaced with the "Directory of Service" beginning in Fall 2016.
Directory of Service (DOS): Each student will develop a "Directory of Services" which will include at least five agencies for each of the 10 types of disabilities that provides intervention service for children with disabilities and their families in teh stduent's local communities. They will also need to select a director/person-in-charge and conduct an interview.

2016-2017
No data was available for this academic year because the two professors responsible for it left the University. New assessments begin in 2017-2018.

2017-2018:
No data was reported for 2017-2018.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

Course Links

SPED403 [Working with Families and Paraprofessionals in Programs for Exceptional Students (Lec. 3, Cr. 3)]

12 Assessment and Benchmark SPED 424 Functional Behavioral Assessment

Assessment: Functional Behavioral Assessment.
Students complete a Functional Behavioral Assessment (FBA) of a child, and to construct a behavior Intervention Plan to address a particular behavior problem of that child to assists meeting his/her needs.
SPED 424 Approaches to Managing Exceptional Children

Council for Exceptional Children:
Assessment:
4.1: Beginning special education professionals select and use technically sound formal and informal assessments that minimize bias.
Instructional planning and strategies
5.1 Beginning special education professionals consider individual abilities, interests, learning environments, and cultural and linguistic factors in the selection, development, and adaptation of learning experiences for individuals with exceptions.

LCET:
1A3 Identifies and plans for individual differences.
1A4 Identified materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity.
3C1 Accommodates individual differences.
3C2 Demonstrates ability to communicate effectively with students.
3D1 Consistently monitors ongoing performance of students.
3D2 Uses assessment techniques effectively.

Candidates will score a minimum of 3.00 on each rubric element of the assessment.

Benchmark: 100% of the candidates will score a minimum of 80% on the Functional Behavioral Assessment on the first attempt in SPED 424.

Course Links

SPED424 [Approaches to Managing Exceptional Children (Lec. 3, Cr. 3)]

Outcome Links

Human Development [Program]
Graduates know and demonstrate respect for their students first as unique human beings. Graduates understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with exceptional learning needs (ELN).

2007 ACEI Elementary Education Standards and Supporting Explanation [External]

3.1 Integrating and applying knowledge

Candidates plan and implement instruction based on knowledge of students, learning theory, connections across the curriculum, curricular goals, and community.

3.4 Active engagement in learning

Candidates use their knowledge and understanding of individual and group motivation and behavior among students at the K-6 level to foster active engagement in learning, self motivation, and positive social interaction and to create supportive learning environments.

4.0 Assessment for instruction

Candidates know, understand, and use formal and informal assessment strategies to plan, evaluate and strengthen instruction that will promote continuous intellectual, social, emotional, and physical development of each elementary student.

2013 InTASC Standards [External]

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teachers' and learners' decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Special Education Teacher Competencies [External]

1

The teacher candidate uses data derived from functional assessments to develop intervention plans aligned to the specific needs of individual students.

Learning Environments B

The teacher candidate sets expectations for personal and social behavior of students with exceptionalities in various settings (e.g., classroom, library, cafeteria, gym, job site) and incorporates these expectations into effective instructional routines, lesson plans, IEP goals and objectives.

3

The teacher candidate selects and adapts instructional materials according to characteristics and needs of students with exceptionalities.

Learning Environments E

The teacher candidate modifies the learning environment (e.g., physical arrangement, student grouping, instructional intensity, pacing, embedded assistive technology supports) to proactively manage student behaviors and unique learning needs.

12.1 Data

Term	Students earning 80%		Mean score	Benchmark met?
	#	%		
Spring 2015	16/17	94%	N/A	Yes
Fall 2015	15/19	79%	80	No
Spring 2016	15/18	93%	85	Yes

Functional Behavioral Assessment (SPED 424):

Rubric Element	InTASC Standard		Fall 2017	Spring 2018
Description & Definition of Behavior	3d	Number	2	*
		Mean	10	
		Range	10	
		% Proficient or Higher	100%	
Baseline Data Collection	6c	Number	2	
		Mean	10	
		Range	10	
		% Proficient or Higher	100%	
Hypothesis	1e	Number	2	
		Mean	10	
		Range	10	
		% Proficient or Higher	100%	
Appropriate Goal Development	3k	Number	2	
		Mean	10	
		Range	10	
		% Proficient or Higher	100%	

*Dr. SeSalem, Emily Rutherford's data is available for spring 2018 in Moodle.

Functional Behavioral Assessment (SPED 424):

Rubric Element	InTASC Standard		Fall 2019	Spring 2020
Description & Definition of Behavior	3d	Number		
		Mean		
		Range		
		% Proficient or Higher		
Baseline Data Collection	6c	Number		
		Mean		
		Range		
		% Proficient or Higher		
		Number		

Hypothesis	1e	Mean		
		Range		
		% Proficient or Higher		
Appropriate Goal Development	3k	Number		
		Mean		
		Range		
		% Proficient or Higher		

No data reported for the 18-19 AY

Course Links

SPED424 [Approaches to Managing Exceptional Children (Lec. 3, Cr. 3)]

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:
Students are doing well on this assessment, but the department will continue to collect data for a few semesters before determining how to adjust the assignment or set new benchmarks.

2016-2017:
No data was available for this academic year because the two professors responsible for it left the University. New assessments begin in 2017-2018.

2017-2018:
Analysis of Data: The benchmark was met. The level of achievement was met. Students scored higher than the minimum of 80% accuracy. Faculty will continue to use the (FBA). The program coordinator will review the data and make a decision about the assessment and the benchmark

Plan for Continuous Improvement:
- Program faculty will continue to meet at regular intervals throughout the year to discuss curriculum redesign and other programming issues/concerns.
- Program faculty will continue to collaborate with local districts to strengthen our program to prepare our teacher candidates to fully meet district needs.

Recommendations to Successful Implementation of Plan for Improvement: Faculty will gather district input for consideration as curriculum changes are approved and adopted in regard to field experiences and student teaching.

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

Course Links

SPED424 [Approaches to Managing Exceptional Children (Lec. 3, Cr. 3)]

13 Assessment and Benchmark SPED 443 Lesson Plans

Assessment: Lesson Plan from SPED 443.
Students will complete a case study on various classroom accommodations (settings) and methods of teaching while developing & implementing an ideal lesson plans for students with special needs.
SPED 443 Methods and Material for Elementary Special Education
Louisiana Teacher General Competency F:

The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.
Louisiana Teacher General Competency G:
The teacher candidate develops and applies instructional supports and plans for an Individual Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.
Louisiana Teacher Special Education Competencies:
Instructional Planning:
A2 The teacher candidate uses and adapts instructional strategies according to characteristics and needs of student with exceptionalities.
A3 The teacher candidate uses and adapts instructional materials according to characteristics and needs of students with exceptionalities
B The teacher candidate selects and uses a variety of assistive technologies within instructional routines to promote access to the general curriculum for students with exceptionalities.
C The teacher candidate modifies the pace and instruction and provides organizational cues to meet the instructional needs of students with exceptionalities.
Learning Environment
A The teacher candidate uses positive motivational and instructional interventions to teach students with exceptionalities how to adapt to different environments.
D The teacher candidate designs and adapts learning environments for diverse student populations that facilitate active participation in individual and group activities.
Curriculum
A The teacher candidate makes the general curricula accessible to students with exceptionalities by implementing instruction that is inclusive of appropriate accommodations and modifications to the general curricula as outlined in an IEP.

InTASC standards included:
1 Learner Development
2 Learner Differences
3 Learning Environments
4 Content Knowledge
5 Application of Content
6 Assessment
7 Planning for Instruction
8 Instructional Strategies

Council for Exceptional Children:
Learner Development and Individual Learning Differences.
IGC.1.S1- Relate levels of support to the needs of individual.
Learning Environments:
IGC.2.K3- Methods for ensuring individual academic success in one-to-one, small-group, and large-group settings.
Instructional Planning Strategies:
IGC.5.K3- Advantages and limitations of instructional strategies and practices for teaching individuals with exceptionalities.
IGC.5.S1- Use research-supported methods for academic and non-academic instruction of individuals with exceptionalities.
Collaboration:
IGC.7.K4- Co-planning and co-teaching methods to strengthen content acquisition of individuals with learning exceptionalities.

ACEI:
1.0 Development, Learning, and Motivation,
   • Assessment for instruction

LCET:
1A1 Specifies learner outcomes in clear, concise objectives.

1A4 Identified materials/equipment/resources/adaptations, other than standard classroom materials, as needed for lesson/activity.
3A3 Uses available teaching material(s), equipment, and environment to achieve lesson/activity objective(s).
3A5The teacher integrates technology into instruction.
3B1Presents functional content appropriate to the learners' capacities.
3C1 Accommodates individual differences.
3D1 Consistently monitors ongoing performance of students.

Lesson Planning
Knowledge
Learner Development:
InTASC Standard 1- The candidate determines how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas.

Learning Differences:
InTASC Standard 2- The candidate identifies individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge:
InTASC Standard 4- The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Application of Content:
InTASC Standard 5- The candidate decides how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

Planning for Instruction:
InTASC Standard 7- The candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context to plan instruction that supports every student in meeting rigorous learning goals.

Skills
Instructional Strategies:
InTASC Standard 8- The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

CAEP Standard 1
ACEI Standard alignment
  • Development, Learning, and Motivation
This ACEI standard aligns with the Lesson Plan instrument elements: Student outcomes; Procedures; Lesson "Hook"; Technology; Relevance and Rationale; Exploration, Extension, and Supplemental; as well as Differentiation.
Student Outcomes: Measurable statement that identifies what the student is expected to learn.
Procedures: Describes the specific tasks needed to accomplish the lesson.
Lesson "Hook": Lesson introduction that gains the students' attention and promotes higher order thinking.
Modeled, Guided, Collaborative and Independent Practice: A variety of teaching methods are implemented throughout this lesson.
Technology: Incorporates the use of technology by candidates and/or P-12 students.
Relevance and Rationale: Outcomes and content of lesson should be relevant to students' ongoing learning, real-world application, and student backgrounds.
Exploration, Extension, and Supplemental: Lesson has appropriate tasks for exploration, extension, and supplemental learning listed.

Accommodation/Differentiation: Provides a variety of instruction to ensure all student needs are met.
Student Standards in Social Studies.

4.0 Assessment for instruction
This ACEI standard aligns with the Lesson Plan instrument elements: Pre-planned (SEED) Questions and Formative/Summative Assessment.
Pre-planned (SEED) Questions: Higher-order thinking questions that provoke student engagement regarding the content.
Formative/Summative Assessment: Assessment implemented to measure student ability /knowledge from the lesson.

Benchmark: 100% of candidates will score a minimum of 80% on the Lesson Plan on the first attempt.
Candidates will score a minimum of 3.00 on each rubric element of the assessment.

Course Links

SPED443 [Methods and Materials for Elementary Special Education (Lec. 3, Cr. 3)]

Outcome Links

Instructional Practices [Program]
Graduates select, adapt, and use instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with ELN.

13.1 Data

Term	Sudents earning 80%		Mean score	Benchmark met?
	#	%		
Fall 2014	17/17	100%	85	Yes
Fall 2015	34/34	100%	90	Yes

SPED 443 Methods and Material for Elementary Special Education:

Rubric Element	ACEI Standard	InTASC Standard		Fall 2017	Spring 2018
Student Outcomes	1.0	4	Number		
			Mean		
			Range		
			% Proficient or Higher		
Procedures	1.0	3	Number		
			Mean		
			Range		
			% Proficient or Higher		
Lesson "Hook"	1.0	8	Number		
			Mean		
			Range		
			% Proficient or Higher		
Pre-Planned (Seed) Questions	4.0	8	Number		
			Mean		
			Range		

Rubric Element	ACEI Standard	InTASC Standard		Fall 2019	Spring 2020
			% Proficient or Higher		
Modeled, Guided, Collab, & Ind. Practice	1.0	7	Number		
			Mean		
			Range		
			% Proficient or Higher		
Technology	1.0	5	Number		
			Mean		
			Range		
			% Proficient or Higher		
Formative/ Summative Assessment	4.0	6	Number		
			Mean		
			Range		
			% Proficient or Higher		
Relevance & Rationale	1.0	2	Number		
			Mean		
			Range		
			% Proficient or Higher		
Exploration, Extension, Supplemental	1.0	1	Number		
			Mean		
			Range		
			% Proficient or Higher		
Differentiation	1.0	7	Number		
			Mean		
			Range		
			% Proficient or Higher		

SPED 443 Methods and Material for Elementary Special Education:

Rubric Element	ACEI Standard	InTASC Standard		Fall 2019	Spring 2020
Student Outcomes	1.0	4	Number		
			Mean		
			Range		
			% Proficient or Higher		
Procedures	1.0	3	Number		
			Mean		
			Range		
			% Proficient or Higher		
			Number		

Lesson "Hook"	1.0	8	Mean		
			Range		
			% Proficient or Higher		
Pre-Planned (Seed) Questions	4.0	8	Number		
			Mean		
			Range		
			% Proficient or Higher		
Modeled, Guided, Collab, & Ind. Practice	1.0	7	Number		
			Mean		
			Range		
			% Proficient or Higher		
Technology	1.0	5	Number		
			Mean		
			Range		
			% Proficient or Higher		
Formative/ Summative Assessment	4.0	6	Number		
			Mean		
			Range		
			% Proficient or Higher		
Relevance & Rationale	1.0	2	Number		
			Mean		
			Range		
			% Proficient or Higher		
Exploration, Extension, Supplemental	1.0	1	Number		
			Mean		
			Range		
			% Proficient or Higher		
Differentiation	1.0	7	Number		
			Mean		
			Range		
			% Proficient or Higher		

No data reported for 2018-2019 AY.

Course Links

SPED443 [Methods and Materials for Elementary Special Education (Lec. 3, Cr. 3)]

13.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

No data was available for this academic year because the two professors responsible for it left the University. New assessments begin in 2017-2018.

2017-2018:
Analysis of Data: The benchmark was met. The level of achievement was met. Students scored higher than the minimum of 80% accuracy. Faculty will continue to use the (Lesson plans). The program coordinator will review the data and make a decision about the assessment and the benchmark.

Plan for Continuous Improvement:
- Program faculty will continue to meet at regular intervals throughout the year to discuss curriculum redesign and other programming issues/concerns.
- Program faculty will continue to collaborate with local districts to strengthen our program to prepare our teacher candidates to fully meet district needs.

Recommendations to Successful Implementation of Plan for Improvement: Faculty will gather district input for consideration as curriculum changes are approved and adopted in regard to field experiences and student teaching

2018-2019:
At the end of the 18-19 AY, the two SPED instructors left the University. Some data was retrieved, however, what was found did not provide reliable data upon which decisions could be made. A new professor was hired for the 19-20 AY and will be revising the coursework and assessments in order that reliable and useable data can be reported moving forward.

Course Links

SPED443 [Methods and Materials for Elementary Special Education (Lec. 3, Cr. 3)]

End of report