M.Ed. in Special Education Academic Assessment Plan 2012-13

College of Education
Penny Cox
pcox@coe.ufl.edu

Table of Contents

Academic Assessment Plan for M.Ed. in Special Education
College of Education

A. Mission

UF seeks to strengthen the human condition and improve the quality of life for the citizens of Florida, the nation, and the world by pursuing new knowledge and its dissemination while building upon the rich experiences of the past. The University values quality and inclusive public education, leading-edge research, and meaningful outreach and public service as ways to distinguish itself among the finest public universities in the nation. The University of Florida must create the broadly diverse environment necessary to foster multi-cultural skills and perspectives in its teaching and research for its students to contribute and succeed in the world of the 21st century.

The mission of the College of Education is to prepare exemplary practitioners and scholars; to generate, use and disseminate knowledge about teaching, learning and human development; and to collaborate with others to solve critical educational and human problems in a diverse global community.

In alignment with these institutional and College perspectives, faculty in the Special Education program recognize the importance of the three-fold mission and actively seek to promote successful inclusion of individuals with disabilities and their families through excellence in the education of teachers and leaders, the application of existing knowledge, and the generation of new knowledge.

Specifically, the Master of Education (MED) degree in Special Education considered in this report trains educators to promote the successful inclusion of students with disabilities and their families in educational and community settings thereby improving the lives of citizens in the state, the nation, and the world.

B. Student Learning Outcomes and Assessment Measures

SLO Type	Student Learning Outcome	Assessment Method	Degree Delivery
Knowledge	Program participants will identify and apply effective academic and behavioral interventions for students with disabilities and other learning differences.	Program participants will receive a score of at least 80/100 points on the implementation of an intervention in which they teach a learning strategy to a struggling learner as a project required in EEX 6936 Teaching Learning Strategies. The course instructor will provide initial assessment for each candidate using a rubric developed for the project. A panel of program faculty will review the results of participants across the program.	Online
Skills	Program participants will use a variety of techniques/tools to determine academic and behavioral needs of students with disabilities and other learning differences.	Participants will receive scores of at least 80/100 points on the Assessment/Instruction project in EEX 6233 in which program participants conduct academic and behavioral assessments of a struggling learner. The project requires participants to apply knowledge gained through coursework in a PK-12 school setting, and the course instructor will provide the initial assessment of each student using a rubric developed for the project. A panel of program faculty will review the results of participants across the program. WE HAVE ADJUSTED THE SCORING ON THIS ASSIGNMENT TO A TOTAL OF 100 (RATHER THAN 120 POINTS. TO WORK BETTER WITHIN THE MOODLE GRADEBOOK. THE REQUIRED ADJUSTED SCORE IS 80/100 (RATHER THAN 95/120).	Online

Professional Behavior	Program participants will use data to monitor progress and make decisions regarding academic and behavioral programs and instruction for students with disabilities and other learning differences.	Program participants will receive scores of at least 80 / 100 points on an assignment to monitor student progress while implementing an intervention project. Data collected by the candidate are used to make and justify instructional decisions. The course instructor will provide an initial assessment for each candidate using a rubric developed for the project, and a panel of program faculty will review results of participants across the program.	Online

C. Research

The curriculum for the Master of Education degree is informed by current research. However, it is not a research degree. Rather, its focus is on developing professionals who recognize the importance of research in their own professional lives and, as a result, are consumers of research   and who use research-based practices in their professional practice. It is not expected that participants in this program will generate new knowledge by conducting research, but that they will use the knowledge generated by researchers in their field.

D. Assessment Timeline

Program: M.Ed. in Special Education   College: Education

Assessment SLOs	Assessment 1	Assessment 2	Assessment 3
Knowledge			
#1	Teaching Learning Strategies with Assessment and Instruction Project (Assessed in EEX 6936)		
Skills			
#2	Assessment, Curriculum, and Instruction with Implementation Project (Assessed in EEX 6233)		
Professional Behavior			
#3	Assessment, Curriculum, and Instruction with Assessment and Instruction Project (Assessed in EEX 6233)		

E. Assessment Cycle

Assessment Cycle for:
Program: M.Ed. in Special Education   College: Education

Analysis and Interpretation: By Sept. 30
Program Modifications: Completed by end of Spring term
Dissemination: Completed by end of Spring term

Year SLOs	10-11	11-12	12-13	13-14	14-15	15-16
Content Knowledge						
#1	X	X	X	X	X	X
Skills						
#2	X	X	X	X	X	X
Professional Behavior						
#3	X	X	X	X	X	X

F. Measurement Tools

The Master of Education program is designed to serve practicing professionals. As such, participants complete required clinical work within their own professional settings. Participants must satisfactorily complete the projects to successfully complete the courses with which they are associated. See Appendix 1 for the evaluation of the Assessment and Instruction Project.

Clinical experiences are project based and are embedded within coursework throughout the program. Projects require program participants to apply what they learn in courses and knowledge included in Florida's ESE Competencies to their professional practices.

G. Assessment Oversight

Name	Department Affiliation	Email Address	Phone Number
Penny Cox	School of Special Education, School Psychology, and Early Childhood Studies	pcox@coe.ufl.edu	273-4280
Elayne Colón	Dean's Area	epcolon@coe.ufl.edu	273-4132
Tom Dana	Dean's Area	tdana@coe.ufl.edu	273-4134

Appendix 1: Assessment and Instruction Project

Components	Points
I. Identifying Data (e.g., pseudonym for student, age, grade, placement, school, teacher, dates of assessments)	
II. Background Information Provide pertinent background information (historical, behavioral, and academic factors) using the following sources: • Permanent product information (e.g., classroom or school records) • Informal teacher interview information	/ 10

III.   Academic Assessment Description & Results
 • Teacher Interview (complete Teacher Interview Form for Academic Problems in Workbook on pages 8-20)
 • Direct observation of behavior using the B.O.S.S. (two, 15-minute sessions in two academic areas: reading, math, spelling, and/or writing) of both the student being assessed (target student) and a peer
 • Student Interviews of target student after each observation (complete Student Interview Form in Workbook page 30)
 • Permanent classroom products in same two academic areas
 Two curriculum-based assessments in the same two academic areas:
 	
 •Reading
     • Oral reading fluency. Three passages at each grade level to find instructions, independent, and frustration levels.
     • Reading comprehension. You may use literal/inferential questions at the end of a passage OR use story retelling (workbook pages 57-58) for a passage at the student's instructional level.
 •Math
 •Spelling
 •Written expression (quantitative and qualitative)
 	
 For each measure (e.g., interviews, permanent product review, observation, and curriculum-based assessments), provide a brief description of the purpose of the measure, why it was selected, and the information it yields. Follow the description by reporting the results for both instructional environment and instructional placement for all academic skills assessed using the following methods: teacher interview, direct observation, student interview, permanent product review, and direct assessment). Report assessment results in figures within the text.
	/ 35

IV. Conclusions • Summarize and interpret the assessment results for each academic area. Interpret assessment results to include a description of the student's behavior during the testing sessions, instructional level, strengths and areas in need of remediation. • Identify points of corroboration or inconsistency across methods (e.g., direct observation and interview information) and provide possible explanations for the findings. • Identify strengths and difficulties within and across academic skill areas. • Interpret assessment results to include a description of the student's performance in relation to the comparison peer, and the class of peers, in general. • Present samples of work to illustrate statements regarding performance in skill areas, when appropriate.	/ 35
V. Recommendations • Make recommendations in all academic skill areas assessed that will assist in instructional placement and intervention strategy decisions. • Make recommendations for how student progress will be monitored in the short-, and long-term, based on the recommendations made above.	/ 20
TOTAL	/ 100

Figure 1. University of Florida Graduate/Professional Program Assessment Plan Review Rubric

Related resources are found at http://www.aa.assessment.edu

Program: Year:

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Mission Statement	Mission statement is articulated clearly.				
	The program mission clearly supports the College and University missions, and includes specific statements describing how it supports these missions.				
Student Learning Outcomes (SLOs) and Assessment Measures	SLOs are stated clearly.				
	SLOs focus on demonstration of student learning.				
	SLOs are measurable.				
	Measurements are appropriate for the SLO.				
Research	Research expectations for the program are clear, concise, and appropriate for the discipline.				
Assessment Map	The Assessment Map indicates the times in the program where the SLOs are assessed and measured.				
	The Assessment Map identifies the assessments used for each SLO.				
Assessment Cycle	The assessment cycle is clear.				
	All student learning outcomes are measured.				
	Data is collected at least once in the cycle.				
	The cycle includes a date or time period for data analysis and interpretation.				
	The cycle includes a date for planning improvement actions based on the data analysis.				
	The cycle includes a date for dissemination of results to the appropriate stakeholders.				

Component	Criterion	Rating			Comments
		Met	**Partially Met**	**Not Met**	
Measurement Tools	Measurement tools are described clearly and concisely.				
	Measurements are appropriate for the SLOs.				
	Methods and procedures reflect an appropriate balance of direct and indirect methods.				
	The report presents examples of at least one measurement tool.				
Assessment Oversight	Appropriate personnel (coordinator, committee, etc.) charged with assessment responsibilities are identified				