Program Outcomes Assessment Plan

Educational Instruction and Leadership Department

Special Education – Mild/Moderate, B. S.

Dr. Gerrie Johnson, Department Chair

October 1, 2011
Mission and Vision Statement of Department/Program

The mission of the Southeastern Oklahoma State University Special Education program is to produce teacher candidates who demonstrate academic and practical excellence in the field of special education. Through quality instruction grounded in current research and supported by diverse field and clinical experiences and technology usage, the teacher candidates will develop the professional competencies necessary to become life-long learners who are competent, committed, and ethical practitioners.

Learning Outcomes

The learning outcomes for the Special Education program are based on the standards established by the Council for Exceptional Children (CEC) which is the learned society that assesses all special education programs for accreditation and for national recognition.

The Special Education program graduates will demonstrate the following learning outcomes:

**Learning Outcome 1: Foundations – Assessments 1, 2, 4, 6, 8**

Special educators understand the field as an evolving and changing discipline based on philosophies, evidence-based principles and theories, relevant laws and policies, diverse and historical points of view, and human issues that have historically influenced and continue to influence the field of special education and the education and treatment of individuals with exceptional needs both in school and society. Special educators understand how these influence professional practice, including assessment, instructional planning, implementation, and program evaluation.

Special educators understand how issues of human diversity can impact families, cultures, and schools, and how these complex human issues can interact with issues in the delivery of special education services.

Special educators understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies. Special educators use this knowledge as a ground upon which to construct their own personal understandings and philosophies of special education.

**Learning Outcome 2: Development and Characteristics of Learners- Assessments 1, 2, 3, 4, 5, 8**

Special educators know and demonstrate respect for their students first as unique human beings.

Special educators 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.

Special educators understand how the experiences of individuals with exceptional learning needs can impact families, as well as the individual’s ability to learn, interact socially, and live as fulfilled contributing member of the community.

Learning Outcome 3: Individual Learning Differences - Assessments 1, 2, 3, 4, 5, 7, 8

Special educators understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life.

Special educators understand that the beliefs, traditions, and values across and within cultures can affect relationships among and between students, their families, and the school community. Moreover, special educators are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition to impact the individual’s academic and social abilities, attitudes, values, interests, and career options. The understanding of these learning differences and their possible interactions provide the foundation upon which special educators individualize instruction to provide meaningful and challenging learning for individuals with exceptional learning needs.

Learning Outcome 4: Instructional Strategies – Assessments 1, 3, 4, 5, 8

Special educators possess a repertoire of evidence-based instructional strategies to individualize instruction for individuals with exceptional learning needs. Special educators select, adapt, and use these instructional strategies to promote challenging learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs.

Special educators enhance the learning of critical thinking, problem solving, and performance skills of individuals with exceptional learning needs, and increase their self-awareness, self-management, self-control, self-reliance, and self-esteem. Moreover, special educators emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the lifespan.

Learning Outcome 5: Learning Environments and Social Interactions - Assessments 1, 2, 3, 4, 5, 7, 8

Special educators actively create learning environments for individuals with exceptional learning needs that foster cultural understanding, safety and emotional well being, positive social interactions, and active engagement of individuals with exceptional learning needs.
Special educators foster environments in which diversity is valued and individuals are taught to live harmoniously and productively in a culturally diverse world. Special educators shape environments to encourage the independence, self-motivation, self-direction, personal empowerment, and self-advocacy of individuals with exceptional learning needs.

Special educators help their general education colleagues integrate individuals with exceptional learning needs in regular environments and engage them in meaningful learning activities and interactions.

Special educators use direct motivational and instructional interventions with individuals with exceptional learning needs to teach them to respond effectively to current expectations. When necessary, special educators can safely intervene with individuals with exceptional learning needs in crisis.

Special educators coordinate all these efforts and provide guidance and direction to paraeducators and others, such as classroom volunteers and tutors.

**Standard 6: Language – Assessments 1, 2, 3, 4, 6, 7**

Special educators understand typical and atypical language development and the ways in which exceptional conditions can interact with an individual's experience with and use of language. Special educators use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.

Special educators are familiar with augmentative, alternative, and assistive technologies to support and enhance communication of individuals with exceptional needs. Special educators match their communication methods to an individual's language proficiency and cultural and linguistic differences.

Special educators provide effective language models, and they use communication strategies and resources to facilitate understanding of subject matter for individuals with exceptional learning needs who primary language is not English.

**Standard 7: Instructional Planning – Assessments 1, 2, 3, 4, 5, 7, 8**

Individualized decision-making and instruction is at the center of special education practice. Special educators develop long-range individualized instructional plans anchored in both general and special curricula. In addition, special educators systematically translate these individualized plans into carefully selected shorter-range goals and objectives taking into consideration an individual's abilities and needs, the learning environment, and a myriad of cultural and linguistic factors.

Individualized instructional plans emphasize explicit modeling and efficient guided practice to assure acquisition and fluency through maintenance and generalization. Understanding of
these factors as well as the implications of an individual's exceptional condition, guides the special educator's selection, adaptation, and creation of materials, and the use of powerful instructional variable.

Instructional plans are modified based on ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning a collaborative context including the individuals with exceptionalities, families, professional colleagues, and personnel from other agencies as appropriate.

Special educators also develop a variety of individualized transition plans, such as transitions from preschool to elementary school and from secondary settings to a variety of postsecondary work and learning contexts.

Special educators are comfortable using appropriate technologies to support instructional planning and individualized instruction.

**Standard 8: Assessments- 1, 2, 4, 5, 6, 8**

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. Special educators 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 progress.

Special educators understand the legal policies and ethical principles of measurement and assessment related to referral, eligibility, program planning, instruction, and placement for individuals with exceptional learning needs, including those from culturally and linguistically diverse backgrounds.

Special educators understand measurement theory and practices for addressing issues of validity, reliability, norms, bias, and interpretation of assessment results. In addition, special educators understand the appropriate use and limitations of various types of assessments.

Special educators collaborate with families and other colleagues to assure non-biased, meaningful assessments and decision-making.

Special educators conduct formal and informal assessments of behavior, learning, achievement, and environments to design learning experiences that support the growth and development of individuals with exceptional learning needs.

Special educators use assessment information to identify supports and adaptations required for individuals with exceptional learning needs to access the general curriculum and to participate in school, system, and statewide assessment programs.
Special educators regularly monitor the progress of individuals with exceptional learning needs in general and special curricula. Special educators use appropriate technologies to support their assessments.

**Standard 9: Professional and Ethical Practice - Assessments: 1, 2, 3, 4, 6, 8**

Special educators are guided by the profession’s ethical and professional practice standards. Special educators practice in multiple roles and complex situations across wide age and developmental ranges. Their practice requires ongoing attention to legal matters along with serious professional and ethical considerations.

Special educators engage in professional activities and participate in learning communities that benefit individuals with exceptional learning needs, their families, colleagues, and their own professional growth.

Special educators view themselves as lifelong learners and regularly reflect on and adjust their practice.

Special educators are aware of how their own and others attitudes, behaviors, and ways of communicating can influence their practice.

Special educators understand that culture and language can interact with exceptionalities, and are sensitive to the many aspects of diversity of individuals with exceptional learning needs and their families.

Special educators actively plan and engage in activities that foster their professional growth and keep them current with evidence-based best practices.

Special educators know their own limits of practice and practice within them.

**Standard 10: Collaboration Assessments 1, 2, 4, 6, 7, 8**

Special educators routinely and effectively collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways. This collaboration assures that the needs of individuals with exceptional learning needs are addressed throughout schooling.

Special educators embrace their special role as advocate for individuals with exceptional learning needs.

Special educators promote and advocate the learning and well being of individuals with exceptional learning needs across a wide range of settings and a range of different learning experiences.
Special educators are viewed as specialists by a myriad of people who actively seek their collaboration to effectively include and teach individuals with exceptional learning needs.

Special educators are a resource to their colleagues in understanding the laws and policies relevant to individuals with exceptional learning needs.

Special educators use collaboration to facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

D. Learning Outcomes and Assessments Matrix

<table>
<thead>
<tr>
<th>Assessment Number</th>
<th>Type or Form of Assessment</th>
<th>Learning Outcomes Assessed</th>
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<tbody>
<tr>
<td>#1</td>
<td>Licensure Tests – Oklahoma General Education Test (OGET)</td>
<td>CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td></td>
<td>Oklahoma Subject Area Test – Mild/Moderate Disabilities (OSAT)</td>
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<td></td>
<td>Oklahoma Professional Teachers Examination (OPTE)</td>
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<tr>
<td>#2</td>
<td>Portfolio – Content Knowledge</td>
<td>CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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<tr>
<td>#3</td>
<td>Candidates ability to plan instruction – Academic and Functional</td>
<td>CEC 2, 3, 4, 5, 6, 7, 9</td>
</tr>
<tr>
<td>#4</td>
<td>Evaluation during student teaching – mentor teacher formative and summative assessments</td>
<td>CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
</tr>
<tr>
<td>#5</td>
<td>Candidate impact on student learning – Teacher Work Sample</td>
<td>CEC 2, 3, 4, 5, 7, 8</td>
</tr>
<tr>
<td>#6</td>
<td>Educational assessment reports</td>
<td>CEC 1, 6, 8, 9, 10</td>
</tr>
<tr>
<td>#7</td>
<td>Functional Behavioral Assessment and Behavioral Intervention Plan</td>
<td>CEC 2, 3, 5, 7, 10</td>
</tr>
<tr>
<td>#8</td>
<td>Case Study – Preferral, referral and IEP documents</td>
<td>CEC 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</td>
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*Data will be collected through the approved rubrics by individual elements and analyzed and disaggregated as necessary. Means and percentages will be used to compare current and historical. All candidates within a specific class will complete the designated artifact for the collection of data.

Program Modifications

The need for program modifications will be monitored and evaluated by faculty members. The faculty will review assessment data collected after each administration of the specific assessments. Faculty will propose and implement solutions and collect data and information for
program improvement. The faculty will review assessment data to determine the effectiveness or ineffectiveness of the modification(s).

Distance Education

All of the classes in the Special Education, B. S. are face to face classes.

Faculty Involvement

Each faculty member utilizes the approved artifact and rubric in the courses they teach and are responsible for collecting the appropriate data to be used in program reports. Faculty would be involved in developing and monitoring program modifications when necessary.

Transparency

Results of assessment will be made available to internal constituents through faculty and program meetings. In addition, data will be shared with the internal constituents annually.

Results of assessment will be made available to external constituents through formal reports to the Oklahoma Commission for Teacher Preparation and the State Regents of Higher Education. In addition, reports to the Council for Exceptional Children and the Council for the Accreditation of Educator Preparation (CAEP/NCATE) will be submitted for accreditation purposes.
SIGNATURE PAGE

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Chair, Educational Instruction and Leadership  
Date  
Oct. 7, 2011

William  
Dean, School of Education and Behavioral Sciences  
Date  
10-7-11