**Program Learning Outcomes Assessment Plan**

Program Name: BA/BS

Program Level: Undergraduate

The undergraduate Special Education program is an interdisciplinary bachelor’s degree program granted through the College of Education with an accompanying variety of teaching endorsements (i.e., Students may choose to complete a Bachelor of Arts or Bachelor of Science degree. Students are declared as full Special Education majors upon acceptance into the licensure program.

The University of Utah’s Special Education program has received full accreditation status through the Council for the Accreditation of Educator Preparation (CAEP) for its initial licensure programs. CAEP is the only teacher education program in the nation recognized by the Council for Higher Education Accreditation (CHEA). The University of Utah’s program is among a select group of preparation programs in the nation with CAEP recognition. The Utah State Board of Education (USBE) also accredits the program. Both oversight bodies reviewed the program in 2016 through an on-campus visit. The Special Education program consistently successfully competes for Utah State Board of Education (currently has 5) and Office of Special Education Programs (OSEP) personnel preparation grants (currently has 2).

1. **List Learning Outcomes and Identify Evidence**

The Special Education program is housed in the College of Education at the University of Utah. The program is designed to effectively prepare teacher candidates to work with students across various age and ability levels, and from diverse cultural, linguistic, and socioeconomic backgrounds. Its mission is to improve the quality of life for individuals with disabilities and their families.

Each year, the program submits annual reports to CAEP and the USBE, meeting the reporting requirements on areas of enrollment, program impact on early childhood and K-12 student learning and development, indicators of teacher effectiveness, satisfaction of employers and employment milestones, satisfaction of completers, graduation rates, ability to meet licensing and other state requirements, ability of completers to be hired in education positions for which they have been prepared, and university level student loan default rates and other consumer information.

The Special Education program learning outcomes are:

1. Acquire Factors, Researchs and Protocols, and Knowledge of K-12 Students
2. Utilize Assessment and Date Collection to Measure and Inform K-12 Student Learning
3. Design Effective Instruction for K-12 Student Learning
4. Implement and Analyze Instruction to Promote K-12 Student Learning

These learning outcomes align with CAEP standards 1.1, 1.2, 1.3, 1.4, which is the standard that addressess student content and pedagogical knowledge by measuring candidate knowledge, skills, and professional dispositions. Through this standard, the program demonstrates that the Special Education program students understand the content of the discipline and can use the skills they have learned to prepare all K-12 students toward college-readiness and career-readiness.

1. **Collect Evidence**

The program uses the Utah Effective Teaching Standards (UETS) when mentoring and evaluating students during their student teaching year and obtaining feedback from graduating students and alumni on completer competencies. The UETS were authored by the USBE and are based on the national InTASC educational standards.

The Special Education program has always relied on teaching artifacts as one line of evidence which can demonstrate teaching effectiveness. Special Education students used e-portfolios to compile and reflect upon their teaching artifacts. In 2020, Special Education students were asked to pilot the PPAT program assessment to replace the e-portfolio, so as to meet the standardized performance assessment requirements instituted by the USBE. There are presently 6 students serving as pilots for the PPAT assessment in Spring of 2021. All student will be required to complete the PPAT after Summer of 2021.

*E-portfolios*

Special Education students organized their artifacts according to the UETS and program area competencies in their electronic portfolios. They constructed their e-portfolio through the collection of course-based artifacts across their program emphasis. First, work artifacts were created and evaluated as part of the course requirements in fall semester, and then as a final element of their student teaching courses in the spring semester.

For the purposes of program evaluation, a random selection of the Special Education program students’ e-portfolios were chosen to be evaluated from the accreditation standpoint. Below is a table that shows the theme to be evaluated and the artifacts that were chosen to illustrate teaching competency level for those themes. Students were measured using inter-rater reliability, where multiple people rated the same artifact..

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| --- | --- |
| **Overarching Theme** | **Chosen Artifacts** |
| Assessment | Instructional Program/Lesson Plan/IEP |
| Diversity | Instructional Program/Lesson Plan/IEP |
| Classroom management | Instructional Program/Lesson Plan/IEP/BSP |
| Lesson Planning | Instructional Program/Lesson Plan/IEP |

*PPAT*

The Special Education program used the PPAT Assessment (Praxis Performance Assessment for Teachers) as its performance assessment system for the first time in spring 2020, in accordance with new USBE teacher liscensing requirements. PPAT is based on the national InTASC standards. Special Education program students (n=1) were asked to focus on two students whom they teach during their student teaching experience and provide assessment and reflection of their teaching with those two students.

Below is a matrix outlining the 4 PPAT tasks, aligned outcomes for assessment, descriptions of tasks to be completed, and list of artifact evidence for collection.

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| **Task** | **Assignment Outcomes** | **Task Description** | **Artifacts Needed as Evidence** |
| **1** | **Factors, Resources and Protocols and Knowledge of Students** | * 7-page written commentary. Factors and resources that can influence, support and enhance student learning. * Understanding classroom norms, protocols and agreements. * Select 2 Focus Students who reflect different backgrounds | 1.Contextual Factors Chart |
| 2. Instructional and Support Resources Chart |
| 3. One completed Getting to Know Your Students document |
| 4. Document that demonstrates communication with students’ families |
| **2** | **Assessment and Data Collection to Measure and Inform Student Learning** | * 7-page commentary. * Demonstrate knowledge of appropriate assessment tools that meet student needs and learning goal9s). * Demonstrate understanding analysis, and application of assessment and data collection to measure and inform student learning. * Identification of two focus students who reflect different learning needs. | 1.representative pages of selected assessment |
| 2. pages of baseline data of whole class |
| 3. page of rubric or scoring guide |
| 4. page of baseline data of student 1 |
| 5. page of baseline data of student 2 |
| 6. graphic representation (spread sheet, pie, chart) of collected data |
| 7. completed assessment from student 1 |
| 8. completed assessment from student 2 |
| **3** | **Designing Instruction for Student Learning** | * 8-page written commentary. * Develop instruction, including the use of technology, to facilitate student learning. * Identification of two focus students who reflect different learning needs. * Differentiate instruction for individual students. * Analyze lesson and evidence of student learning. | 1.pages of a whole group lesson plan including use of technology |
| 2.page of differentiated lesson plan for focus student 1 |
| 3.page of differentiated lesson plan for focus student 2 |
| 4.work sample from any other class member other than focus students |
| 5.work sample from focus student 1 |
| 6. work sample from focus student 2 |
| **4** | **Implementing and Analyzing Instruction to Promote Student Learning** | * 9-page written commentary. * Plan and implement a lesson using standards-based instruction. * Adjust instruction for the whole class as well as for individual students within the class. * Include 15 minutes of video. | 1.pages of a standards-based lesson plan |
| 2. baseline data (graphic representation) for the whole class |
| 3.baseline data (graphic representation) specific to focus student 1 |
| 4.baseline data (graphic representation) specific to focus student 2 |
| 5.work sample from focus student 1 |
| 6. work sample from focus student 2 |
| 7. 15-minute video |

1. **Analyze Learning Outcome Assessment Data**

*E-portfolios*

When evaluating portfolio content, faculty for each specialization area used common rubrics to evaluate these artifacts for the particular classes for which they are required. Faculty randomly selected the work artifact from the listing of teacher candidates in their class. Each work artifact was rated on a “Yes” or “No” scale, in the ability of that teacher candidate to have demonstrated proficiency of the theme with the work artifact. Teacher candidates work artifact were rated a second time by an outside rater as a measure of inter-observer agreement. Specialization areas typically collected all artifacts for all teacher candidates and did IOA on a random selection of approximately 30%, although some specialization areas completed IOA on a larger percentage of their teacher candidate work artifacts, depending upon the size of the specialization area. For all SPED specialization areas, competence levels are based upon 80% agreement across reviewers of students’ artifacts.

With only one exception across both years, all specialization areas exceeded the 80% cut-score percentage.

These e-portfolio data were corroborated with other sources such as Student Teaching Evaluations, GPA, and survey data. We concluded Special Education students demonstrated a high level of knowledge and proficiency in the area of content knowledge, lesson planning in a diverse classroom, assessment, and technology integration.

*PPAT*

The PPAT assessment is replacing the e-portfolio due to new state licensing requirements. In spring 2020, the PPAT assessment data has been collected for Special Education students as part of a pilot of the new performance assessment system. 6 additional students will pilot the PPAT in Spring of 2021, all student will complete the PPAT after summer of 2021.Task 1 is scored internally and the remainder of the tasks is scored externally by ETS. The score reporting for Tasks 1, 2, 3, and 4 is complete, where the Special Education student exceeded the USBE cut-score of a 36.00.

**Compose Assessment of Learning Outcomes Report**

1. The Chair of the Department of Special Education will collaborate with the Director of the Urban Institute for Teacher Education/Assistant Dean of the College of Education and a designated Research Associate to write the assessment report.
2. The Chair of the Department of Special Education will collaborate with the Director of the Urban Institute for Teacher Education/Assistant Dean of the College of Education and a designated Research Associate to share the findings of the assessment report to inform practice.