



SPECIAL EDUCATION - MEd

Cycles included in this report:
Jul 1, 2019 to Jun 30, 2020

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Program Name: SPECIAL EDUCATION - MEd

Reporting Cycle: Jul 1, 2019 to Jun 30, 2020

1 University Mission Statement

We educate and empower students to understand and transform our world.

2 College/School Mission Statement

The Mission of the College of Education and Psychology is to provide quality programs that prepare students to enter careers in the fields of Education, Psychology, Health and Kinesiology.

3 Program Mission Statement

In accordance with the Mission of the College of Education and Psychology, this program seeks to prepare students for a career in Mild-Moderate Special Education by offering a high-quality program.

4 Program Goal(s)

1. Prepare and equip graduates with the essential skills and knowledge to utilize the special education high leverage techniques as new teachers.
2. Produce graduates with the critical knowledge to problem-solve, engage in ongoing self-reflection, and implement professional learning activities.
3. Prepare graduates with the capacity to lead in advocacy, professional practice, ethical principles, and preparation standards.

5 Assessment Across Program Statement

The East Central University conceptual framework provides a progressive alignment for the CEP Graduate Program disposition evaluation. It is completed a minimum of three times during the program, based on the following areas: Professionalism, Respect, Efficacy, Expectations, Learning. In addition, The Student Learning Outcomes for this report are developed in a sequential order to evaluate students at the beginning, middle and end of their program. Finally, the 32 credit hour program is designed to build upon content knowledge and provide sufficient opportunities to develop and demonstrate appropriate pedagogical skills and preparation in high leverage practices.

6 External Instrument Availability

Yes

7 Student Learning Outcome

Special Education Teacher Candidates will demonstrate competency in **TWO** Oklahoma Certification Examinations for educating students with mild-moderate disabilities.

7.1 Criterion

Special Education Teacher Candidates will demonstrate competency on the Oklahoma Certification Subject Area Test (OSAT) in the following sub-areas: (a) Understanding Students with Mild-Moderate Disabilities (b) Assessing Students and Developing Individualized Education Programs and Individualized Family Service Plans (c) Learning Across the Curriculum (d) Working in a Collaborative Learning Community (e) Analysis of Data to Identify and Effectively Address Student Needs.

7.1.1 Instrument/Measurement

Oklahoma Subject Area Test (OSAT) Sub-areas 1-4: Special Education Certification Exam.

7.1.1.1 Population

Special Education Teacher Candidates who choose to take the OSAT and provide results to ECU.

7.1.1.2 Standard

Score at or above state average.

7.1.1.3 Data Table (Results)

See attachment: SLO 7.1 Data Table

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

SLO 7.1 & 7.2 Data Tables

7.1.1.4 Analysis

Due to Covid-19, data for the 2019-2020 school year is unavailable at the time of this report. Data collection will resume with the 2020-21 school year.

The available data indicates Special Education Teacher Candidates met the standard of scoring at or above state mean for all years reported. It is the goal of the program is to increase the average mean score by continuous review of efficacy in addressing the following content areas (a) understanding students with mild-moderate disabilities (b) assessing students and developing Individualized Education Programs (IEPs) and Individualized Family Service Plans (c) learning across the curriculum (d) working in a collaborative learning community (e) analysis of data to identify and effectively address student needs.

At this time, Special Education Teacher Candidates are not required to take the OSAT, or submit scores, for program completion. It is a goal of the program to incorporate this component in the future. Therefore, the total number represented in the chart above may not correspond with the "N" reported in subsequent instruments

7.2 Criterion

Special Education Teacher Candidates will demonstrate competency on the Oklahoma Professional Teaching Examination (OPTE) in the following sub-areas: (a) Learners and Learning (b) Instructional Practice (c) Professional Environment (d) Managing the Learning Environment (e) Instruction for Students with Diverse Needs (f) Collaboration in the School Community.

7.2.1 Instrument/Measurement

Oklahoma Professional Teaching Examination (OPTE) Sub-areas 1-6.

7.2.1.1 Population

Special Education Teacher Candidates who choose to take the OPTE and provide the results to ECU.

7.2.1.2 Standard

Score at or above state average.

7.2.1.3 Data Table (Results)

See Attachment: SLO 7.2 Data Table

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

SLO 7.1 & 7.2 Data Tables

7.2.1.4 Analysis

Data collection for this Criterion began in the 2019-2020 school year. Due to Covid-19, data is unavailable at the time of this report. Data collection will resume with the 2020-21 school year.

It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following content areas: (a) Learners and Learning (b) Instructional Practice (c) Professional Environment (d) Managing the Learning Environment (e) Instruction for Students with Diverse Needs (f) Collaboration in the School Community.

At this time, Special Education Teacher Candidates are not required to take the OPTE, or submit scores, for program completion. It is a goal of the program to incorporate this

component in the future. Therefore, the total number represented in the chart above may not correspond with the N reported in subsequent instruments

8 Student Learning Outcome

Aligned with the High Leverage Practices and the Initial Professional Preparation Standards developed by CEEDAR and CEC, Special Education Teacher Candidates will demonstrate competency in the areas Assessment, Postive Behavior Support and Social-Emotional Learning, and Collaboration.

8.1 Criterion

Special Education Teacher Candidates will apply knowledge of Special Education Assessment by completing a series of course assessments, and a summative reflection, based on High Leverage Practices and the Initial Professional Preparation Standards. The Assessment Content Map includes the following sub-areas: (a) Using Assessment to Understand the Learner and the Learning Environment (b) Assessments Across Areas of Development and Environments in Order to Evaluate and Support Individual, Classroom and School-Side Systems of Intervention and Instruction (c) Identifying and Implementing Evidence-Based Practices (d) Response to Intervention and Progress Monitoring (e) Professional Learning for Individual Program Completion.

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

Assessment Content Map

8.1.1 Instrument/Measurement

The instrument for measurement is a performance based, holistic rubric, adapted by the Program Director.

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

Assessment Content Map

8.1.1.1 Population

Special Education Teacher Candidates enrolled in EDUC 5353: Advanced Assessment and Program Development

8.1.1.2 Standard

Special Education Teacher Candidates will score a 93 % or above on the corresponding instrument. Scores will be compared across data collection periods to provide self-evaluation for the Instructor, determine areas of strength and weakness in content, and ensure continued alignment to high leverage practice and accreditation standards.

8.1.1.3 Data Table (Results)

Data Collection will begin during the 2020-21 reporting period

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

SLO 8.1

8.1.1.4 Analysis

Data collection for this Criterion began in the 2020-2021 school year. It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following sub-areas related to Assessment: (a) Using Assessment to Understand the Learner and the Learning Environment (b) Assessments Across Areas of Development and Environments in Order to Evaluate and Support Individual, Classroom and School-Side Systems of Intervention and Instruction (c) Identifying and Implementing Evidence-Based Practices (d) Response to Intervention and Progress Monitoring (e) Professional Learning for Individual Program Completion.

8.2 Criterion

Special Education Teacher Candidates will demonstrate knowledge of Behavior, Social, and Emotional Learning by completing a series of course assessments, and a summative reflection, based on High Leverage Practices and the Initial Professional Preparation Standards. The Content Map for Positive Behavior, Social Skills and Emotional Growth includes the following sub-areas: (a) Establish a Culturally Responsive, Positive, and Respectful Learning Environment

(b) Implement Proactive and Responsive Practices to Support Positive Behavior, Social Skills, and Emotional Growth (c) Identify the Purpose or Function of Problem Behavior to Develop, Implement, and Evaluate Behavioral Interventions and Social Skills Instruction (d) Utilize Strategies to Increase Student Motivation, Engagement, and Independence (e) Professional Learning for Individual Program Completion.

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

Behavior SEL Content Map

8.2.1 Instrument/Measurement

The instrument for measurement is a performance based, holistic rubric, adapted by the Program Director.

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

Behavior SEL Content Map

8.2.1.1 Population

Special Education Teacher Candidates enrolled in EDUC 5093: Identification and Strategies for Students With Behavior Disorders.

8.2.1.2 Standard

Special Education Teacher Candidates will score a 93 % or above on the corresponding instrument. Scores will be compared across data collection periods to provide self-evaluation for the Instructor, determine areas of strength and weakness in content, and ensure continued alignment to high leverage practices and accreditation standards.

8.2.1.3 Data Table (Results)

Data Collection will begin in the 2020-21 reporting period.

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

SLO 8.2

8.2.1.4 Analysis

Data collection for this Criterion began in the 2020-2021 school year. It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following sub-areas: (a) Establish a Culturally Responsive, Positive, and Respectful Learning Environment (b) Implement Proactive and Responsive Practices to Support Positive Behavior, Social Skills, and Emotional Growth (c) Identify the Purpose or Function of Problem Behavior to Develop, Implement, and Evaluate Behavioral Interventions and Social Skills Instruction (d) Utilize Strategies to Increase Student Motivation, Engagement, and Independence (e) Professional Learning for Individual Program Completion.

8.3 Criterion

Special Education Teacher Candidates will apply knowledge of collaboration with families and professionals by completing a series of course assessments, and a summative reflection, based on High Leverage Practices and the Initial Professional Preparation Standards. The Collaboration Content Map includes the following sub-areas: (a) Family Engagement to Support Student Learning and Increase Student Success (b) Effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to maximize student learning (c) Disability Awareness to Support Student Success and Community Involvement (d) Collaboration with Professionals for Instructional Planning and Services (e) Professional Learning for Individual Program Completion.

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

Collaboration Content Map

8.3.1 Instrument/Measurement

The instrument for measurement is a performance based, holistic rubric, adapted by the Program Director.

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

Collaboration Content Map

8.3.1.1 Population

Special Education Teacher Candidates enrolled in EDUC 5023: Educational Aspects of the Exceptional Child.

8.3.1.2 Standard

Special Education Teacher Candidates will score a 93 % or above on the corresponding instrument. Scores will be compared across data collection periods to provide self-evaluation for the Instructor, determine areas of strength and weakness in content, and ensure continued alignment to high leverage practices and accreditation standards.

8.3.1.3 Data Table (Results)

Data Collection will begin for the 2020-21 reporting period.

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

SLO 8.3

8.3.1.4 Analysis

Data collection for this Criterion began in the 2020-2021 school year. It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following sub-areas related to Collaboration: (a) Family Engagement to Support Student Learning and Increase Student Success (b) Effective collaboration behaviors (e.g., sharing ideas, active listening, questioning, planning, problem solving, negotiating) to maximize student learning (c) Disability Awareness to Support Student Success and Community Involvement (d) Collaboration with Professionals for Instructional Planning and Services (e) Professional Learning for individual program completion.

9 Student Learning Outcome

Aligned with the High Leverage Practices and the Initial Professional Preparation Standards developed by CEEDAR and CEC, Special Education Teacher Candidates will demonstrate competency in evidence-based instructional strategies, specialized curricular knowledge, and the development and implementation of high-quality Individualized Education Programs.

9.1 Criterion

Special Education Teacher Candidates will apply knowledge of high-quality Individualized Education Programs Development by completing a series of course assessments, and a summative reflection, based on High Leverage Practices and the Initial Professional Preparation Standards. The Content Map includes the following sub-areas related to the development of high-quality Individualized Education Programs: (a) IEP Purpose and Process (b) IDEA Guiding Principles (c) Pre-Referral Process (d) Substantive Measurable Goals (e) and Individualized Supports and Services

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

IEP Content Map

9.1.1 Instrument/Measurement

The instrument for measurement is a performance based, holistic rubric, adapted by the Program Director.

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

IEP Content Map

9.1.1.1 Population

Special Education Teacher Candidates enrolled in EDUC 5333 Legal Aspects of Special Education.

9.1.1.2 Standard

Special Education Teacher Candidates will score a 93 % or above on the corresponding instrument. Scores will be compared across data collection periods to provide self-evaluation for the Instructor, determine areas of strength and weakness in content, and ensure continued alignment to high leverage practices and accreditation standards.

9.1.1.3 Data Table (Results)

Data collection will begin for the 2020-21 reporting period

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

SLO 9.1

9.1.1.4 Analysis

Data collection for this Criterion began in the 2020-2021 school year. It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following sub-areas related to the development of high-quality Individualized Education Programs: (a) IEP Purpose and Process (b) IDEA Guiding Principles (c) Pre-Referral Process (d) Substantive Measurable Goals (e) and Individualized Supports and Services.

9.2 Criterion

Special Education Teacher Candidates will demonstrate evidence-based instructional strategies, and specialized curricular knowledge, to support the implementation of high-quality Individualized Education Programs by completing a series of course assessments, and a summative reflection, based on High Leverage Practices and the Initial Professional Preparation Standards. The Content Map includes the following sub-areas related to evidence based instructional strategies and specialized curricular knowledge: (a) Systematically Design Instruction to Connect Standards-Based Curriculum to Instructional Planning (b) Differentiate Instruction Based on Students' Readiness Level, Interests, and Learning Needs, for three Instructional Components (c) Address Appropriate Accommodations and Modifications to Support Access to the General Education Curriculum and to Assessments (d) Creating a Learning Environment that Challenges and Engages All Students through the Four Components of UDL (e) Explicitly Teach Cognitive and Metacognitive Processing Strategies to Support Memory, Attention, and Self-Regulation of Learning.

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

EB Strat & Cur Know Content Map

9.2.1 Instrument/Measurement

The instrument for measurement is a performance based, holistic rubric, adapted by the Program Director.

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

EB Strat & Cur Know Content Map

9.2.1.1 Population

Special Education Teacher Candidates enrolled in EDUC 5163 Advanced Methods in Mild-Moderate Disorders

9.2.1.2 Standard

Special Education Teacher Candidates will score a 93 % or above on the corresponding instrument. Scores will be compared across data collection periods to provide self-evaluation for the Instructor, determine areas of strength and weakness in content, and ensure continued alignment to high leverage practices and accreditation standards.

9.2.1.3 Data Table (Results)

Data collection will begin for the 2020-21 reporting period

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

SLO 9.2

9.2.1.4 Analysis

Data collection for this Criterion began in the 2020-2021 school year. It is the goal of the program is to meet or exceed the standard listed above by continuous review of efficacy in addressing the following sub-areas related to evidence-based instructional strategies, and specialized curricular knowledge: (a) Systematically Design Instruction to Connect

Standards-Based Curriculum to Instructional Planning (b) Differentiate Instruction Based on Students' Readiness Level, Interests, and Learning Needs, for three Instructional Components (c) Address Appropriate Accommodations and Modifications to Support Access to the General Education Curriculum and to Assessments (d) Creating a Learning Environment that Challenges and Engages All Students through the Four Components of UDL (e) Explicitly Teach Cognitive and Metacognitive Processing Strategies to Support Memory, Attention, and Self-Regulation of Learning.

10 Student Information for this Academic Year

Accurate data is not available at the time of report submission. Program Director will work on gathering the current and previous data to be included in future reporting periods.

11 Interpretation of Student Information for this Academic Year

Accurate data is not available at the time of report submission. Program Director will work on gathering the current and previous data to be included in future reporting periods.

12 Summary Table of Student Learning Outcomes/Criteria

See Attachments

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

Summary of 2019-2020 UAC Report

UAC 2020-21 Summary

13 Faculty Meeting

Program results are shared with faculty and stakeholders through the Teacher Education Committee which meets approximately four times annually and through an annual Education Department Retreat. The full-day retreat has representation from all stakeholder groups.

14 Sharing with Stakeholders

Stakeholders of university faculty meet on an annual basis to analyze data at the annual Education retreat. A committee of faculty has been formed to help steer program development and assessment. This committee, which began fall 2015, will also be the standing graduate committee for program candidates. An additional committee was formed in March 2017 to assess the effectiveness of program assessment. This committee is comprised of community stakeholders (program completers who are in both university programs and PK-12 and one community PK-12 superintendent).

Current program assessment reports will be made available on the website of the Office of Institutional Effectiveness: <https://www.ecok.edu/academic-affairs-programs/institutional-effectiveness>

15 Summary of Actions Related to Assessment Data

Although the 2019-2020 Report was acceptable with conditions on how and when the assessment items will be monitored, this majority of the content has been modified (beginning 2020-2021 reporting period) to reflect current program outcomes as well as updated national standards. Documentation for these changes is provided through the report and summarized in 12. and 15.1.

15.1 Current Actions and/or Changes

The following changes have been made for the 2020-21 reporting period.

Update of

- Program Mission
- Program Goals
- Assessment across Program Statement

Changes to Data

- SLO 7.1 modified: Criterion 7.1 updated; Criterion 7.2 is new.
- SLO 8.1 replaced: Criterion 8.1, 8.2, 8.3 are new and correlate to SLO
- SLO 9.1 replaced: Criterion 9.1, 9.2 are new and correlate to SLO.

15.2 Summary of Latest UAC Review and Status Update

According to meeting notes, the following revisions were discussed and agreed upon:

- No Changes requested for 2017-2018.
- No Changes requested for 2018-2019.

- UAC Report approved with conditions for 2019-2020. UAC Coordinator and Program Director agreed to revisit this report after it is updated and modified for the new reporting period.
- Report submitted for review September 2020.

15.3 Summary of Last 5 Years' Actions/Changes and Updates

All Graduate students will be encouraged to take the OSAT. Subtest scores are analyzed to determine areas of weakness for both individuals in the program as well as the overall program. Should a deficit area be identified, course(s) program will be modified to strengthen the weakness.

- No changes requested for 2017-2018
- No changes requested for 2018-2019
- UAC Report approved with conditions for 2019-2020. UAC Coordinator and Program Director agreed to revisit this report after it is updated and modified for the new reporting period.
- Report submitted for review September 2020 with the following changes:
- Update of
 - Program Mission
 - Program Goals
 - Assessment across Program Statement

Changes to Data

- SLO 7.1 modified: Criterion 7.1 updated; Criterion 7.2 is new.
- SLO 8.1 replaced: Criterion 8.1, 8.2, 8.3 are new and correlate to SLO
- SLO 9.1 replaced: Criterion 9.1, 9.2 are new and correlate to SLO.

End of report