

CWU Department/Program Assessment Plan Preparation Form
 Department: LLSE

Program: Special Education K-12 and K-12 Broad Area Major

Department/Program Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)	Who/What Assessed (population, item)	When Assessed (term, dates)	Criterion of Achievement (Expectation of how good things should be?)
<p>1. 1. Foundations. 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. They understand the relationships of organizations of special education to the organizations and functions of schools, school systems, and other agencies</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as a profession</p>	<p>#4The Programs The faculty will maintain a curriculum requiring a rigorous foundation in the liberal arts along with specialized academic and professional competencies. High quality programs will be created and maintained throughout the entire university community to nurture the intellectual, physical, social, and ethical development of each student</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Philosophy of Education</p> <p>Communication skills Action Plan</p> <p>Community services presentation</p> <p>Research on Practicum population</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>At the end of each quarter/course</p> <p>EDSE 460</p> <p>EDSE 460</p> <p>EDSE 460</p> <p>During the student's practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>

<p>. 2. Development and Characteristics of Learners. 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 individuals with exceptional learning needs.</p>	<p>CTL 1.3 STANDARD: Candidates demonstrate a thorough understanding of meeting the needs of diverse learners</p>		<p>Rough Draft Portfolio Artifacts</p> <p>Portfolio of a disability category including research-based strategies, characteristics.</p> <p>In practicum, case study of student with disabilities including eligibility history, assessment results, present levels of performance</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 310, 311</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>EDSE 310, 311</p> <p>During the student's practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>
<p>3. Instructional Strategies. 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 positive learning results in general and special curricula and to appropriately modify learning environments for individuals with exceptional learning needs. They</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as</p>	<p>#6Scholarship All personnel, as participants in a community of scholars, are expected to contribute to a dynamic student learning environment through pursuit of scholarship, including</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Case study for instructional strategies in literacy and math</p> <p>Instructional plan with accommodations and modifications</p> <p>Behavior Change Project</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 410, 422, 423</p>	<p>EDSE 423</p> <p>EDSE 422</p> <p>EDSE 410</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p>

<p>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.</p>	<p>a profession</p> <p>CTL 1.3 STANDARD: Candidates demonstrate a thorough understanding of meeting the needs of diverse learners</p>	<p>research, performance, and collaboration with colleagues</p>	<p>In practicum: effective teaching strategies; instructional plan with accommodations and modifications; and a behavior change plan based on practicum population</p>	<p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>During the practicum quarter</p>	<p>Exit interview and practicum portfolio (Met competency)</p>
<p>4. Language. 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 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</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as a profession</p> <p>CTL 1.3 STANDARD: Candidates demonstrate a thorough understanding of meeting the needs of diverse learners</p>	<p>#6 Diversity, Multicultural and International Opportunities The University will promote diversity and encourage multicultural and international opportunities. The University is committed to cultural pluralism and the human understanding it engenders</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Language samples</p> <p>Lesson plans for language</p> <p>Case study for preschool students</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 426, 433</p>	<p>EDSE 426</p> <p>EDSE 433</p>	

<p>individuals with exceptional learning needs whose primary language is not English.</p>						
<p>5. Instructional Planning. 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 variables. Instructional plans are modified based on</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as a profession</p> <p>CTL 1.3 STANDARD: Candidates demonstrate a thorough understanding of meeting the needs of diverse learners</p>		<p>Rough Draft Portfolio Artifacts</p> <p>IEP goals and objectives</p> <p>Instructional plan</p> <p>Lesson plans with accommodations and modifications</p> <p>Transition plan</p> <p>In practicum, students develop instructional plans, IEPs, Transition plans, and lesson plans</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 422, 431, 432</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>EDSE 431</p> <p>EDSE 422</p> <p>EDSE 422</p> <p>EDSE 431</p> <p>During the practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>

<p>ongoing analysis of the individual's learning progress. Moreover, special educators facilitate this instructional planning in 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.</p>						
<p>6. Assessment. 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</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as a profession</p> <p>CTL 1.3 STANDARD: Candidates</p>	<p>#9 Assessment The University will assess, analyze, and evaluate the performance of its curriculum, students, faculty, staff, and administration, and will use that information to create an effective student-centered</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Assessment write-ups for the different types of assessment: Formal, informal, select response, essay and performance</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 411</p>		<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p>

<p>planning, instruction, and placement for individuals with ELN, 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</p>	<p>demonstrate a thorough understanding of meeting the needs of diverse learners</p>	<p>learning environment.</p>	<p>Case study for literacy and mathematics</p> <p>In practicum, students are required to design an assessment plan related to a student’s IEP, an instructional plan, or behavior plan. Additionally, assessment is required for each individual lesson plan</p>	<p>EDSE 423</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>		<p>Exit interview and practicum portfolio (Met competency)</p>
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<p>technologies to support their assessments.</p>						
<p>7. Collaboration. 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. Moreover, 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.</p>	<p>CTL 1.2 STANDARD: Candidates demonstrate reflective teaching skills</p> <p>CTL 1.4 STANDARD: Candidates demonstrate an understanding of teaching as a profession</p> <p>CTL 1.3 STANDARD: Candidates demonstrate a thorough understanding of meeting the needs of diverse learners</p>	<p>#6 Diversity, Multicultural and International Opportunities The University will promote diversity and encourage multicultural and international opportunities. The University is committed to cultural pluralism and the human understanding it engenders</p>	<p>Rough Draft Portfolio Artifacts</p> <p>Best Practices with Paraeducators Action Plan</p> <p>Community Services plan</p> <p>Advocacy Plan</p> <p>In practicum, students are required to conduct a Paraeducator Interview and Administrator’s Interview, and create an Advocacy Plan reflecting practicum population</p>	<p>Each Course requires at least one assignment (artifact) that addresses the overall competency for the course</p> <p>EDSE 460</p> <p>EDSE 460</p> <p>EDSE 432</p> <p>Practicum students are required to submit artifacts that reflect competencies based on the population in the practicum classroom</p>	<p>EDSE 460</p> <p>EDSE 460</p> <p>EDSE 432</p> <p>During the student’s practicum quarter</p>	<p>All assignments need to reach competency assessed by faculty in the special education program according to program rubrics for each course.</p> <p>Exit interview and practicum portfolio (Met competency)</p>

CWU Student Learning Outcome Assessment Plan Preparation Form

Department _____

Program _____

Student Learning Outcomes (performance, knowledge, attitudes)	Related Program/ Departmental Goals	Related College Goals	Related University Goals	Method(s) of Assessment (What is the assessment?)*	Who Assessed (Students from what courses – population)**	When Assessed (term, dates)***	Standard of Mastery/ Criterion of Achievement (How good does performance have to be?)
1.							
2.							
3.							
4.							

*Method(s) of assessment should include those that are both direct (tests, essays, presentations, projects) and indirect (surveys, interviews) in nature

**Data needs to be collected and differentiated by location (Ellensburg campus vs University Centers – see NWCCU standard 2.B.2)

***Timing of assessment should be identified at different transition points of program (i.e., admission, mid-point, end-of-program, post-program)