

Course Outcomes Guide

Directions: Please complete this form to document your progress toward improving student learning. For each item, indicate your progress and your anticipated next steps. Thank you!

Course/Program Title: EDU-211 Introduction to Special Education

Date: Spring 2012

Course/Program Team: Jeannine Stonestreet

Expected Learning Outcomes:

The students will apply their understanding of the various types of exceptionalities by providing appropriate accommodations, modifications, and differentiated instructional strategies to lesson plans.

The students will correctly identify each step of the identification process and be able to effectively collaborate, during each step, on ways to meet the unique needs of each learner.

The students will be able to analyze and determine the rights and responsibilities of students, parents, teachers, and other educational professionals, as they relate to exceptional learning needs in the school environment.

Assessment (How do or will students demonstrate achievement of each outcome?)

Students create a general education lesson plan with appropriate accommodations and/or modifications for an assigned disability category.

Students create a PowerPoint presentation to report on their visitation hours spent in three special education settings. They address special education concepts, such as the various exceptionalities in the classroom, classroom management strategies, accommodations, modifications and differentiation in lesson planning that were applied in the various settings.

Validation (What methods have you used or will you use to validate your assessment?)

Results (What do your assessment data show? If you have not yet assessed student achievement of your learning outcomes, when is assessment planned?)

Seventeen out of thirty-six (47%) of my students understood differentiation, modifications, and accommodations well enough to identify them as they were being applied in the school setting, report on their findings, and receive an 84% or above on their PowerPoint presentations completed in mid-semester spring of 2012. I revisited these concepts multiple times in lectures and assignments in order to improve student understanding. Students had to apply their knowledge of these concepts again in the end of the semester by writing a lesson plan that included appropriate modifications, accommodations, and instructional differentiation to meet the needs of a fictitious student with an assigned disability. On this lesson students improved in their application of these skills by a slight degree. Eighteen of the same thirty-six students (50%) received an 84% or above.

Follow-up (How have you used or how will you use the data to improve student learning?)

Students understanding of the unique learning needs of exceptional learners improved as the semester progressed. Students applied their knowledge of special education instructional techniques in two assignments this semester. The students performed slightly better in the second assignment after I allocated more instructional time to these concepts. The improvement was directly related to the increased instructional time. I will begin instruction of these concepts earlier in the semester. Also, I want to add a Discussion Board in my online course that focuses on these concepts in depth and increases student engagement and collaboration.

Budget Justification (What resources are necessary to improve student learning?)

None at this time.