

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: SP, 2017

Course/Program Team: Jeannine Stonestreet

Expected Learning Outcomes:

- describe the typical procedures used for screening, pre-referral, referral, and placement of individuals with disabilities.
- demonstrate knowledge of the identifying characteristics, etiologies, and unique learning needs of each disability category.
- discriminate between the various services, programs and strategies to support the educational, social, and/or personal goals for students

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

The outcomes in this course are assessed in two assignments. One assignment is a cumulative assessment of their field experience using a PowerPoint presentation format. Students are required to apply their knowledge of special education disability categories, services, unique learning needs, and instructional strategies observed during their fifteen hours of field experience in three different special education settings. The other assignment used to measure the outcomes in this course is a lesson plan assignment. Students have to apply their knowledge of special education by creating a lesson plan for a general education classroom and then adapting the lesson plan to meet the unique needs of a student with an assigned disability.

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

Mary Beth Chaney has graded each of these assignments, using my rubric, and we have compared the results in order to validate the grading procedures.

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

Students did not have a common area of struggle this academic year and data shows that the instructional changes made in the past have improved student outcomes. Overall, students are meeting the outcomes in both the presentation assignment and lesson plan assignment. The few individual students who struggle with these assignments obtain one-on-one instruction in my office to ensure comprehension.

Instructor: Stonestreet Semester: FA/16 Assessment: Field Experience Presentation Number of students graded: 5 (lecture) 14 (web) = 19						
Presentation	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Presentation	5	12	17	100%	86%	89%

Instructor: Stonestreet Semester: SP/17 Assessment: Field Experience Presentation Number of students graded: 23 (lecture)						
Presentation	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Presentation	22	n/a	22	96%	n/a	96%

Instructor: Stonestreet Semester: FA/16 Assessment: Lesson Plan Number of students graded: 5 (lecture) 14 (web) = 19						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Lesson Plan	4	11	15	80%	79%	79%

Instructor: Stonestreet Semester: SP/17 Assessment: Lesson Plan Number of students graded: 23 (lecture)						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web	Total	Lecture	Web	Total
Lesson Plan	18	n/a	18	78%	n/a	78%

Follow-up (How have you used or how will you use the data to improve student learning?)
 I will continue to implement the changes made in 2016.

Budget Justification (What resources are necessary to improve student learning?)
 None at this time.