

## Course Outcomes Guide

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

**Date:** SP, 2018

**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' field experience presentations were excellent in both lecture and web courses. Data shows that the instructional changes made in the past have improved student outcomes. In the fall, lecture students struggled with the lesson plan assignment. I made the assignment earlier in the semester, which may have been too soon. Students need more guidance with aligning outcomes, objectives, procedures, and assessments. I moved the due date in spring back to later in the semester, which gave me more time to review concepts. This made a difference in grades but not as much as I hoped. I am going to have to prepare students better for the lesson plan expectations.

Instructor: Stonestreet

Semester: FA/17

Assessment: Field Experience Presentation

Number of students graded: 21 (lecture) 2 (web tutorial) = 23

Presentation	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web tutorial	Total	Lecture	Web tutorial	Total
Presentation	20	2	22	95%	100%	96%

Instructor: Stonestreet

Semester: SP/18

Assessment: Field Experience Presentation

Number of students graded: 12 (web) 14 (web late start) = 26

Presentation	# of students meeting 80% or above			% of students meeting 80% or above		
	Web	Web late start	Total	Lecture	Web late start	Total
Presentation	12	13	25	100%	93%	96%

Instructor: Stonestreet

Semester: FA/17

Assessment: Lesson Plan

Number of students graded: 21 (lecture) 2 (web tutorial) = 23

Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Lecture	Web tutorial	Total	Lecture	Web tutorial	Total
Lesson Plan	9	2	11	43%	100%	48%

Instructor: Stonestreet

Semester: SP/18

Assessment: Lesson Plan

Number of students graded: 12 (web) 14 (Web late start) = 26						
Lesson Plan	# of students meeting 80% or above			% of students meeting 80% or above		
	Web	Web late start	Total	Lecture	Web late start	Total
Lesson Plan	7	8	15	58%	57%	58%

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

I will work on changes that will be implemented in the fall of 2018.

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

None at this time.