

1. Please describe the assignment and the criteria or rubric used to evaluate the assignment in detail and, if possible, include copies of the assignment and criteria/rubric at the end of this report.

Teacher candidates will engage in an academic intervention project designed to increase academic success in a student receiving direct special education services from you. The five part project is described below; each part is worth 30 points.

Part 1: Description of Identified Student(s)

In this section, candidates will select a student with identified disabilities in language arts and/or mathematics who has challenges in academic or social areas that you want to address beyond daily instruction.

- Write a descriptive introduction to the project and to the student
- Describe the categories under which the student qualifies for special education services.
- Describe the student's instructional needs/IEP objectives and identify any processing disorder(s)
- Discuss how you address behavior management/ motivation including expectations, accountability, and positive reinforcement.
- Discuss how you currently tailor instruction to meet the needs of the learner. Based upon the information collected, identify the challenge area you want to address.

Part 2: Design for Instruction

- Collect baseline data using 2- 3 equivalent forms of a curriculum-based measurement to establish a baseline of the skill deficit you want to address and include copies of dated, scored probes.
- Provide a description of the assessment, scoring, and evaluation criteria.
- Plot the baseline data and target goal.
- Develop observable, measureable, and attainable short-term goals, based upon the baseline data and IEP goals/objectives, to address the target goal.

Part 3: Curriculum-Based Measurement

- Candidates analyze and interpret the curriculum-based measurement to plan effective differentiated instruction and interventions. Each will deliver 3-4 weeks of a daily intervention through differentiated instruction, small group instruction, or other means.
- For the purposes of evaluating the efficacy of your instruction, administer 3 progress monitoring probes across the intervention to track student progress and plot the data.

- Copies of dated, scored probes are to be included in the project.
- Include a detailed description of the instructional design (i.e., lesson plans), including teacher demonstration, explicit instruction, and structured, guided, and independent practice you used as your intervention.

Part 4: Instructional Decision-Making

- In this section, candidates write a detailed description of the instructional decisions made during the project, based on curriculum-based measurement, student responses, pacing, teaching to mastery, and student motivation to address the student's changing needs.
- How did you know to make changes?

Part 5: Reflection and Self-Evaluation

- In this section, candidates reflect upon the relationship between their instruction and student learning outcomes.
- Describe specific strategies and/or curriculum used and the relationship to student success.
- Did the student meet the goal?
- What improvements could you make or do differently next time?
- Develop professional development goals based upon the experience of the project.

2. What did you learn from your analysis of the data? Please include sample size (how many students were evaluated) and indicate how many students (number or percentage instead of a median or mean) were designated as proficient.

Fall 2018; n=21

designated as proficient = 18

Spring 2019; n=24

designated as proficient = 19

Quality indicators for each section 4 =Exceeds; 3=Meets; 2 = Meets some; developing; 1-0 Does not Meet

For each section:

27- 30 points: Exceeds = A Grade

24- 26 points: Meets = B Grade

23-21 points: Meets some expectations = C grade

20-0 points: Does not Meet= D/F grade

Candidates continue to improve in interpretation and data collection of assessments. They understand their students' needs, and most can make instructional changes during a lesson. Most of the students expressed surprise at [1] how difficult it was to come up with an evidence-based intervention [2] how difficult it is for most to collect data ongoing and regularly; and [3] how difficult it was to consistently implement the intervention. All of the students expressed satisfaction with this project. Students have difficulty plotting data and representing the data in a chart/graph with correct labels.

3. What changes, if any, do you recommend based on the assessment data?
Students have difficulty plotting data and representing the data in a chart/graph.
 - a) Continue spending more in-class time on summarizing and grouping data, reviewing point plots and graph making.
 - b) Continue working with students on methods for developing and interpreting curriculum-based measures and how the application of the collected data can be used to make an instructional intervention. Introducing and using high leverage and evidence-based practices more often would be useful.
 - c) Ask faculty from the Graduate Writing and Statistics Studios to present to our students from the Graduate Student Success Series (e.g, academic writing and APA). Ask students who struggle with writing to set up recurring appointments with the Graduate Writing Studio faculty to review their work in advance of submission.

1. If you recommended any changes in your response to Question 3 in last year's assessment report, **what progress have you** s.

Data collected for Fall 18 and Spring 19 show an increase in student's ability to report detailed interpretations of data and to make better choices when selecting an intervention.

A sample project paper was posted with the assignment so that students could see an exemplar.

4. If you recommended any changes in your response to Question 4 in last year's assessment report, what progress have you made in implementing these changes? If you did not recommend making any changes in last year's report please write N/A as your answer to this question.
 - a. **N/A**

MA in Special Education: Annual Assessment Report Data 2018-2019

Please include the rubric and assignment description, as appropriate. You can also email this to me.

Emailed to Sara