

FEB 17 2005

**Revised Template  
Degree Program  
Assessment of Student Learning Plan  
Kansas State University**

- x Check the box if your program's student learning outcomes have been modified since November 2003. If so, please email ([apr@ksu.edu](mailto:apr@ksu.edu)) or attach a hard copy to this document.

**A. College, Department, and Date**

College: *Education*  
Department: *Special Education*  
Date: *September 22, 2004*

**B. Contact Person(s) for the Assessment Plans**

*Mary Kay Zabel, Ph.D. Professor and Chair*

**C. Degree Program**

*M.S. in Special Education*

**D. Assessment of Student Learning Three-Year Plan**

**1. Student Learning Outcome(s)**

The sixteen standards or student learning outcomes required both by our major accrediting agency (NCATE) and by the Kansas State Department of Education have been integrated into eight Student Learning Outcomes for the Master's Program in Special Education. Our department has chosen the following three for this three-year assessment plan.

*1. The teacher of students with special education needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing effective instruction.*

*2. The teacher of students with special education needs demonstrates effective communication and collaborative skills and uses these skills to build partnerships.*

*3 The teacher of students with special education needs demonstrates effective educational assessment, diagnosis, and evaluation knowledge and skills.*

**Special rationale for selecting these learning outcomes (optional):**

*These outcomes are central to the mission and purpose of the Department of Special Education and must be continuously evaluated to ensure the quality of the program.*

Relationship to K-State Student Learning Outcomes (insert the program SLOs and check all that apply):

Program SLOs	University-wide SLOs (Graduate Programs)			Program SLO is conceptually different from university SLOs
	Knowledge	Skills	Attitudes and Professional Conduct	
1. <i>The teacher of students with special education needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing effective instruction.</i>	X	X		
2. <i>The teacher of students with special education needs demonstrates effective communication and collaborative skills and uses these skills to build partnerships</i>	X	X	X	
3. <i>The teacher of students with special education needs demonstrates effective educational assessment, diagnosis, and</i>	X	X		

<i>evaluation knowledge and skills.</i>				
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**2. How will the learning outcomes be assessed? What groups will be included in the assessment?**

Learning Outcomes	Measures			Who will be assessed?
	Direct	Indirect	Not sure	
<i>.The teacher of students with special education needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing effective instruction</i>	Exams and graded projects in EDSP 710 724, 728, 742,743  Evaluation of Practicum performance (Practicum portfolio)  Scores on PRAXIS tests	Written reflections in Practicum Portfolio  Feedback from cooperating teachers/SpEd PDS group		All master's level students in the program    All students seeking SpEd endorsement
<i>The teacher of students with special education needs demonstrates effective communication and collaborative skills and uses these skills to build partnerships.</i>	Exams and graded projects in EDSP 850  Evaluation of Practicum performance (Practicum portfolio)	Written reflections in Practicum Portfolio  Feedback from cooperating teachers/SpEd PDS group		All students seeking SpEd endorsement
<i>The teacher of students with special education needs demonstrates effective educational assessment, diagnosis, and evaluation knowledge and skills.</i>	Assessment projects in EDSP 830  Scores on PRAXIS tests	Written reflections in Practicum Portfolio Feedback from cooperating teachers/SpEd PDS group		All students seeking SpEd endorsement

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**3. When will these outcomes be assessed? When and in what format will the results of the assessment be discussed?**

Learning Outcomes	Timetable for Assessment Learning Outcomes			Baseline Created?
	2005	2006	2007	
<i>The teacher of students with special education needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing effective instruction</i>	Collect baseline info from course work	Examine PRAXIS test results  Discuss scores and course information with PDS advisory group		Currently in process
<i>The teacher of students with special education needs demonstrates effective communication and collaborative skills and uses these skills to build partnerships</i>		Collect baseline info from course work	Examine PRAXIS test results  Discuss scores and course information with PDS advisory group	Currently in process
<i>The teacher of students with special education needs demonstrates effective educational assessment, diagnosis, and evaluation knowledge and skills</i>	Collect baseline info from course work in EDSP 830	Examine PRAXIS test results  Discuss scores and course information with PDS advisory group		Currently in process

**4. What is the unit's process for using assessment results to improve student learning?**

<b>Learning Outcomes</b>	<b>Improvement plan</b>
<p><i>The teacher of students with special education needs demonstrates knowledge of general education curriculum, transition, developmentally appropriate needs and practices, and skill in planning and implementing effective instruction.</i></p>	<ol style="list-style-type: none"> <li>1. Discuss assessment activities at each semester retreat.</li> <li>2. Identify any areas where defined outcomes are not met.</li> <li>3. Plan, in cooperation with PDS partners, methods of increasing scores/outcomes through changes in coursework and/or field experience.</li> <li>4. Implement changes.</li> <li>5. Continue collecting assessment data.</li> </ol>
<p><i>The teacher of students with special education needs demonstrates effective communication and collaborative skills and uses these skills to build partnerships</i></p>	<ol style="list-style-type: none"> <li>1. Discuss assessment activities at each semester retreat.</li> <li>2. Identify any areas where defined outcomes are not met.</li> <li>3. Plan, in cooperation with PDS partners, methods of increasing scores/outcomes through changes in coursework and/or field experience.</li> <li>4. Implement changes.</li> <li>5. Continue collecting assessment data.</li> </ol>
<p><i>The teacher of students with special education needs demonstrates effective educational assessment, diagnosis, and evaluation knowledge and skills</i></p>	<ol style="list-style-type: none"> <li>1. Discuss assessment activities at each semester retreat.</li> <li>2. Identify any areas where defined outcomes are not met.</li> <li>3. Plan, in cooperation with PDS partners, methods of increasing scores/outcomes through changes in coursework and/or field experience.</li> <li>4. Implement changes.</li> <li>5. Continue collecting assessment data.</li> </ol>