

## ASSESSMENT WEBSITE INFORMATION

College: Education

Degree Program: MSE Special Ed-Instructional Specialist 4-12

Chair/Director: Annette Hux

### DATA SAY:

The following data results are from the Behavior Change Module Phase 2 from Fall 2012 semester LAB I course. The students were scored on a rubric of Exemplary 3 points, Acceptable 2 points, or Unacceptable 1 point. The report converted the total points from the rubric criteria to a percentage for each criteria presented below. The CEC standards and indicators the students are assessed on are included in the criteria.

**Description of Target Student CEC Standard #8 ICC8S1 (gather relevant background data)**

Exemplary 75%  
Acceptable 17%  
Unacceptable 8%

**Description of Intervention CEC Standard #4 GC4S1 (Use research supported methods for academic and nonacademic instruction of individuals with exceptional learning needs)**

Exemplary 75%  
Acceptable 17%  
Unacceptable 8%

**Collection of Data CEC Standard #8 IGC8S2 (use exceptionality specific assessment instruments with individuals with exceptionality learning needs)**

Exemplary 75%  
Acceptable 8%  
Unacceptable 17%

**Generalization and Maintenance CEC Standard #4 CC4S4 (use strategies to facilitate maintenance & generalization of skills across learning environments)**

Exemplary 75%  
Acceptable 17%  
Unacceptable 8%

**Summary Statement of Impact to Student Learning CEC Standard #9 ICC9S11 (reflect on one's practice to improve instruction and guide professional growth )**

Exemplary 75%  
Acceptable 17%  
Unacceptable 8%



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### **SO WHAT:**

The above percentages informed the special education faculty that our students are not performing at an adequate level in the criteria areas provided.

### **HOW WE CHANGED:**

Special Education faculty met and decided to change the way the Behavior Change Project Module was presented to the students, and we made changes in the project. The changes included the following: all faculty were involved in reviewing the data and the projects and in the decision making process of what changes need to be made, the students only had to do an academic or a social project, instead of one of each, Phase 1 of the project is now completed in a course instead of outside of a class, a template on what the project should look like is provided.

### **WHAT WE GOT:**

**Spring 2013 results of the Behavior Change Module Phase 2 Results:**

**Description of Target Student CEC Standard #8 ICC8S1 (gather relevant background data)**

**Exemplary 96%**  
**Acceptable 2%**  
**Unacceptable 2%**

**Description of Intervention CEC Standard #4 GC4S1 (Use research supported methods for academic and nonacademic instruction of individuals with exceptional learning needs)**

**Exemplary 96%**  
**Acceptable 4%**  
**Unacceptable 0%**

**Collection of Data CEC Standard #8 IGC8S2 (use exceptionality specific assessment instruments with individuals with exceptionality learning needs)**

**Exemplary 80%**  
**Acceptable 7%**  
**Unacceptable 13%**

**Generalization and Maintenance CEC Standard #4 CC4S4 (use strategies to facilitate maintenance & generalization of skills across learning environments)**

**Exemplary 89%**  
**Acceptable 7%**  
**Unacceptable 4%**

