**2019-2020 Annual Program Assessment Report Guide (Special Education)**

Please submit your report to your department chair or program coordinator, the Associate Dean and Dean of your College, and to james.solomon@csun.edu, Director of the Office of Academic Assessment and Program Review, by **September 30, 2020**. You may, but are not required to, submit a separate report for each program, including graduate degree programs, which conducted assessment activities, or you may combine programs in a single report. **Please include this form with your report in the same file and identify your department/program in the file name. Please do not change the date on the form, and be sure to check that your report is ADA accessible.**

**College: Michael D. Eisner College of Education**

**Department: Special Education (SPED)**

**Program: Master of Arts in Special Education Program**

**Assessment liaison:**

1. **Please check off whichever is applicable:**

**A. \_\_\_X\_\_\_\_\_ Measured student work within program major/options.**

**B. \_\_\_\_\_\_\_\_ Analyzed results of measurement within program major/options.**

**C. \_\_\_\_\_\_\_\_ Applied results of analysis to program review/curriculum/review/revision major/options.**

**D. \_\_\_\_\_\_\_\_\_ Participated in the 2019-20 assessment of General Education Section D: Social Sciences and U.S. History and Government student learning outcomes**

1. **Overview of Annual Assessment Project(s).** On a separate sheet,provide a brief overview of this year’s assessment activities, including:
* an explanation for why your department chose the assessment activities (measurement, analysis, application, or GE assessment) that it enacted The if your department implemented assessment **option A**, identify which program SLOs were assessed (please identify the SLOs in full), in which classes and/or contexts, what assessment instruments were used and the methodology employed, the resulting scores, and the relation between this year’s measure of student work and that of past years: (include as an appendix any and all relevant materials that you wish to include) Learners with disabilities have historically experienced discrimination, segregation, isolation, and low expectations. As such, this group of learners need teachers who have a deep and robust knowledge of evidenced-based practices, a strong and steadfast commitment to ensuring all learners have access to high quality education, and who serve as leaders at their school sites and districts. The culminating project for the MA degree program require that candidates demonstrate scholarship, advocacy, and leadership by using research to create and implement instructional interventions designed to improve the learning outcomes for learners with disabilities. The MA program builds on the skills and knowledge candidates acquire in their preliminary and induction programs. As such, a preliminary credential in one of the four specializations (Deaf and Hard of Hearing, Early Childhood Special Education, Mild/Moderate Disabilities, and Moderate/Severe Disabilities) is a pre-requisite to admission into the MA program. The preliminary and induction programs focus on ensuring teacher candidates acquire and demonstrate their ability to implement evidence-based practices in the field of education. The MA program builds on this by (a) honing research skills (reading and understanding research and its significance to the field), and (b) building expertise in an area of interest/professional development need. Specifically, MA candidates complete a literature review, and then use knowledge gain through this process to create and implement an instructional plan. This process enables us to assess the MA candidates (a) ability to read/understand/synthesize research findings, and (b) incorporate these findings into their daily practice. The outcomes are consistent with the SLOs for the MA program: (1) demonstrate competencies as a scholar in the field of special education; (2) exhibit leadership skills in the field of education; and (3) serve as an advocate for students with disabilities and their families.
* if your department implemented assessment **option B**, identify what conclusions were drawn from the analysis of measured results, what changes to the program were planned in response, and the relation between this year’s analyses and past and future assessment activities N/A
* if your department implemented **option C**, identify the program modifications that were adopted, and the relation between program modifications and past and future assessment activities N/A
* if your program implemented **option D**, exclusively or simultaneously with **options** **A, B, and/or C**, identify the GE learning outcomes assessed, the assessment instruments and methodology employed, and the resulting scores N/A
* in what way(s) your assessment activities may reflect the university’s commitment to diversity in all its dimensions but especially with respect to underrepresented groups As noted above, the MA program builds on the preliminary and induction credential programs. Both of these program are organized around the six CA Standards for the Teaching Profession (CSTP)s. Today’s schools are very diverse and include learners (a) from diverse cultural and linguistic backgrounds, (b) for whom English is not their first language, (c) who experience food and/or home insecurity; and (d) with disabilities (from those with extensive to mild support needs). The six CSTPs are designed to ensure teachers are prepared to plan, support, and instruct all learners by incorporating universal design for learning (UDL), differentiated instruction, and multi-tiered systems of support (MTSS) into their daily teaching.
* any other assessment-related information you wish to include: e.g. SLO revision (especially to ensure continuing alignment between program course offerings and both program and university student learning outcomes) and the creation or modification of new assessment instruments see #3

**3. Preview of planned assessment activities for 2020-21.** Include a brief description as reflective of a continuous program of ongoing assessment.

The MA programs in the Department of SPED are currently under review by the faculty. While we do not anticipate significant changes to the assessment process, some changes may occur as part of this review process. As of now, the plan is continue with these signature assignments/assessments.