Assessment Plan  
Special Education  
M. S. Ed.  
Revised Date: 2015-2016  

Student Learning Outcomes and proposed Methods for collecting data

Table 1: Student Learning Outcomes

<table>
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<th>Description</th>
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<td>1</td>
<td>Write a well-developed personalized philosophy of special education based on historical, legal, civil rights, and research in the special education field</td>
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</table>
| 2 | Recognize components of and write and teach lesson plans, unit plans, instructional plans, and transition plans for students with mild, moderate, and severe disabilities based on individual student needs and characteristics  
   Note: Recognition is assessed on the certification test; writing and teaching are assessed through other methods of assessment |
| 3 | Recognize components of and write and implement an individualized behavior plan for a student with challenging behavior  
   Note: Recognition is assessed on the certification test; writing and implementing are assessed through other methods of assessment |
| 4 | Describe assistive technologies to use for students with disabilities based on their unique needs and characteristics |
| 5 | Correctly administer, score, and interpret scores from a standardized achievement test  
   Note: Administration, scoring, and interpretation of the test are each separately assessed via a course project; interpreting scores is also assessed on the certification test |
| 6 | Display appropriate collaborative and professional behaviors/dispositions in NIU classes, early clinicals, student teaching, and on-the-job |
| 7 | Describe their own individual and NIU special education program strengths and areas for future improvement |
| 8 | Write a research paper on a timely topic or issue in special education with recent (since 2005) citations that also describes specific implications for practice OR write a grant for one’s classroom or school identifying a specific need and way(s) to assess the effectiveness of the grant activity OR write an academic, social, or vocational curriculum for a student or group of students based on their unique characteristics or needs than spans at least 9 weeks of school  
   Note: Candidates have a choice on this capstone/comprehensive exam assessment |
Figure 1: Methods of Assessment

- Certification test (2,3,4,5)
- Disposition assessment (6)
- Live text course assignments (1,2,3,4,5)
- Student teaching and clinical evaluations (2,6)
- Exit surveys (7)
- First year teacher surveys (7)
- Employer surveys (2, 3, 4, 5, 6)
- Ed TPA (2)
- Capstone comprehensive exam (8)