



Improving and Streamlining SLOs: Embedding Professional Learning Standards

Special Education Program--- CLSE



Ximena Uribe-Zarain

Jessica Nelson

Tamara Arthaud

Reesha Adamson

Linda Garrison-Kane

Lauren Rector

Friday, May 21, 2021



Original Goal

Two major events are impacting the assessment in teacher education programs:

1. In 2020 MSU decided to leave CAEP as one of the accreditation bodies overseeing teacher preparation.
2. Teacher preparation programs left the management assessment system, taskstream.

This gave us an excellent opportunity to streamline the assessment pieces we have in place for our special education teacher education programs.

We proposed to:

To streamline and plan the assessments that would better inform the program and benefit our students.

We invited a graduate student to the team because it is important to include their perspective in the way SLOs are rewritten, the operational side of completing the assessments, the timing of the assessments during their course work, and the application of the content in their future careers.



Learning Outcomes Review

Summary

- Outcomes were outdated for the Undergraduate, Graduate, and Graduate Certificates
- With the amount of tracks in Graduate and Certificates it was decided to streamline SLOs
- Embedding Public Affairs and Professional Dispositions were critical to ensure students knew the program's priorities.



Data Discussed

What have we used in the past? and What Matters to our Students?

Websites: Information on websites was outdated and this is where students would go first to seek information.

CAEP: We are no longer using our previous accreditation body so we had area for improvements and timeliness of change!

- Are our measures sensitive enough to determine change?
- What makes quality educators?
- What are our priorities as a program, and outcomes for our students?



Conclusions Reached

Focus Areas: Website, Progress Monitoring, Professional Standards

Website

- This needs to be revised and updated to show the opportunities we have available for students and be more user friendly.

Progress Monitoring

- We need assessments which we can administer at “checkpoints” which are sensitive enough to show change
- Assessments should be used to guide our program and coursework

Professional Standards

- These are essential to our priority for student outcomes and should be embedded in everything that we do.



Item(s) Chosen for Action

Actionable Items

1. Update program SLOs to be streamlined and demonstrate our program priorities instead of individual tracks.
2. Work with our GA (Lauren) to update where students are going for information and ensure its accuracy.
3. Write an assessment grant to monitor how students are being prepared towards professional standards and their growth and development.
4. Also what are we not achieving so we can make program decisions based on data?



Follow-up Plans & Next Steps

To happen during the 2021-2022

- Update the SLOs at the college level to be transferred to the MSU website
- Apply for an assessment grant to track the progression of students towards professional standards and dispositions.
- Update the Special Education websites and remove old pages with inaccurate and outdated information.