School of Education
PLO Data – MA SPED, 2022-23

Learning Outcome: Candidates articulate research question(s) connected to an area of focus.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Area of Focus (DQP1) section of the GED6089 Final Project Rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Specialized Knowledge

	Average Score on *Area of Focus* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23	3 yr Avg (SD)
Number of Students	20	14	10	3.89 (.29)
Area of Focus	3.90	3.93	3.80	

Conclusions Drawn from Data: Criteria is met. MA Sped candidates demonstrated their ability to articulate research questions through their performance on the outcome measure. In 2022-23 the average candidate score on the outcome measure exceeded the target of 3.0. The average score has generally remained stable over the last three academic years with year over year change well below the three-year average standard deviation of .29.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed along two pathways for completion a Master's of Arts (MA) and a Master's of Science (MS) in Special Education. We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Area of Focus (DQP 1)	• **Clearly stated** area of focus • Research questions are **clearly written** and appropriate	• Area of focus is **somewhat vague** • Research questions are **somewhat vague**	• The area of focus is **overly broad or narrow** • Research questions are **unclear**	• There is **no clear area of focus** • Research questions are **inappropriate**

Learning Outcome: Candidates synthesize research from/in the primary field of study.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Literature Review (DQP2) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Broad Integrative Knowledge

	Average Score on *Literature Review* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23	3 yr Avg (SD)
Number of Students	20	14	10	3.76 (.41)
Literature Review	3.86	3.74	3.59	

Conclusions Drawn from Data: Criteria is met. MA Sped candidates demonstrated their ability to synthesize research in their field through their performance on the outcome measure. In 2022-23 the average candidate score on the outcome measure exceeded the target of 3.0. The average score has generally remained stable over the last three academic years. Though it dipped slightly from 2020-21 to 2021-22 then again from 2022-23, neither year over year change was close to the three-year average standard deviation of .41. SOE will monitor the trend that may be emerging in this data in 2023-24.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed along two pathways for completion a Master's of Arts (MA) and a Master's of Science (MS) in Special Education. We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Literature Review (DQP 2)	• **5 or more recent (5 years) sources** cited • **At least 20 sources** • **All** sources are relevant and credible • **All** citations are correctly made according to APA format	• **3 to 5 recent sources** cited • **At least 15 sources** • **Most** sources are relevant and credible • **Most** citations are correctly made according to APA format	• **3 recent sources** cited • **At least 10 sources** • **Some** are relevant and credible • **Some** citations are correctly made according to APA format	• **Few or no citations** • **Less than 10 sources** • Citations are **not in the proper format**

Learning Outcome: Candidates convey their data collection and analysis methods.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Data Collection and Analysis (DQP3) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning, and
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on *Data Collection and Analysis* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23	3 yr Avg (SD)
Number of Students	20	14	10	
Data Collection and Analysis	3.56	3.64	3.65	3.61 (.47)

Conclusions Drawn from Data: Criteria is met. MA Sped candidates demonstrated their ability to convey their data collection and analysis methods through their performance on the outcome measure. In 2022-23 the average candidate score on the outcome measure exceeded the target of 3.0. The average score has generally remained stable over the last three academic years with year over year change well below the three-year average standard deviation of .47.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed along two pathways for completion a Master's of Arts (MA) and a Master's of Science (MS) in Special Education. We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Data Collection and Analysis (DQP 3)	• **Clear description** of target population • **Detailed description** of how data was collected • Utilizes **multiple data sources** • **Detailed analysis** of the data provides identification of themes and patterns	• **Description** of target population • **Some details** of how data was collected • Utilizes **at least two sources of data** • **Analysis** of the data mentions themes and patterns	• **Some description** of target population • **Minimal description** of how data was collected • Utilizes **one or two sources of data** • **Little analysis** of the data	• **Little or no description** of target population • **Little or no description** of how the data was collected • Utilizes **one source of data** • **No analysis** of the data

Learning Outcome: Candidates connect research findings and recommendations to initial research questions and the larger field of education.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Action Plan (DQP4) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on *Action Plan* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23	3 yr Avg (SD)
Number of Students	20	14	10	3.59 (.45)
Action Plan	3.60	3.61	3.59	

Conclusions Drawn from Data: Criteria is met. MA Sped candidates demonstrated their ability to connect research findings and recommendations to their initial research questions through their performance on the outcome measure. In 2022-23 the average candidate score on the outcome measure exceeded the target of 3.0. The average score has remained very stable over the last three academic years varying by a mere .02 over time. That change falls well below the three-year average standard deviation of .45.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed along two pathways for completion a Master's of Arts (MA) and a Master's of Science (MS) in Special Education. We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Action Plan (DQP 4)	• **Specific and clear connection** between findings of the study, recommendations or action plan and the original questions	• **Some connection** between findings of the study, recommendations or action plan and the original questions • Elements of the action plan are missing	• **Little connection** between findings of the study, recommendations or action plan and the original questions • Most components of the action plan are missing	• No recommendations or action plan

Learning Outcome: Candidates explain the relevance of their research to the field of education and their educator practices.

Outcome Measure: GED6089P Written Product

Criteria for Success (how do you judge if the students have met your standards):
Candidate average score of (3.0) out of a possible (4.0) points on Impact on Teaching Practice (DQP5) section of the GED6089 Final Project rubric.

Aligned with DQP Learning Areas (circle one or more but not all five):
1. Specialized Knowledge
2. Broad Integrative Knowledge
3. Intellectual Skills/Core Competencies
4. Applied and Collaborative Learning
5. Civic and Global Learning

Longitudinal Data: Intellectual Skills

	Average Score on *Impact on Teaching Practice* section of GED6089 Final Project Rubric.			
	2020-21	2021-22	2022-23	3 yr Avg (SD)
Number of Students	20	14	10	
Impact on Teaching Practice	3.70	3.75	3.69	3.71 (.44)

Conclusions Drawn from Data: Criteria is met. MA Sped candidates demonstrated their ability to explain the relevance of their research to their fields through their performance on the outcome measure. In 2022-23 the average candidate score on the outcome measure exceeded the target of 3.0. The average score has generally remained stable over the last three academic years with year over year change well below the three-year average standard deviation of .44.

Changes to be Made Based on Data: While no immediate plan for change is being made based on this data, GED6089 is being phased out for all SOE candidates. New courses are being developed along two pathways for completion a Master's of Arts (MA) and a Master's of Science (MS) in Special Education. We look forward to developing courses and rubrics that will align to PLO's and DQP Learning Areas. We look forward to those activities bearing out in the 2023-24 academic year scores.

Rubric Used

Category	Rubric Score: 4 Exceeds Standard (passing)	Rubric Score: 3 Meets Standard (passing)	Rubric Score: 2 Below Standard	Rubric Score: 1 Far Below Standard
Impact on Teaching Practice (DQP 5)	• Project describes a **clear** transformation of candidates' knowledge, skills and dispositions • Project gives a **clear** description of how and why research improves student learning • Project is **clearly and articulately** situated in and tied to existing body of literature	• Project describes **some** transformation of candidates' knowledge, skills and dispositions • Project **somewhat** describes how and why research improves student learning • Project is **partially** situated in and tied to existing body of literature	• Project describes **little** transformation of candidates' knowledge, skills and dispositions • Project describes **very little** of how and why research improves student learning • Project is **vaguely** situated in and tied to existing body of literature	• Project describes **no** transformation of candidates' knowledge, skills and dispositions • Project **does not describe** how and why research improves student learning • Project **does not refer to** existing body of literature or **literature is inappropriate**