

I. Status of 2012-2013 Adopted Improvement Actions: Masters in Education, Special Education

1. AY 12-13 Adopted Improvement Action 1:

Increase the program's coverage of instructional and assistive technology (AT):

- ✓ Examine the current coverage of technology in the program
- ✓ Determine what additional content should be added where in the program
- ✓ Develop a second assessment activity on the use of technology to improve the learning of students
- ✓

Evidence and Implementation details for improvement action 1:

This Improvement Action was related to SLO 1 (content) and SLO 2 (pedagogy). In meetings with the instructors in the program with the program coordinator, the following decisions were made related to increasing the content and assignments related to that content on assistive technology in the program. AT will be a key part of at least one course each semester of the program as described below. [MADA, the Qatar Assistive Technology Center](#), will be a key partner in providing the content and in helping our candidates be aware of the opportunities available through the Supreme Council for Information and Computer Technology ([ict-Qatar](#)).

Fall #1: In the introductory course, *SPED 601 Issues, Policy and Practice in Special Education*, the following content will be added: an overview of the field of AT, its relation to/ability to help realize the goals of special education and the UN Convention on the Rights of Persons with Disabilities (UNCRPD). Candidates in the program will be introduced to MADA and what it does, etc. Session to be held at MADA so the students can know where the center is and see all of the materials.

Spring #1. In *SPED 604 Assessment of Students with Disabilities*, candidates will further study AT assessment--what it is, how it's conducted, what it can provide--and how that links to teaching and learning to support teachers and students.

Fall #2. In *SPED 609 Methods of Teaching Learners with Mild/Moderate Disabilities*, Candidates will explore how should AT be used for teaching and learning once there is a diagnosis. They will explore the different models of AT available, methods that integrate AT, etc.

Spring #2. In *SPED 621 Internship*, candidates have an assignment to use technology to promote the learning of a student or group of students, either AT or instructional technology, as appropriate.

Evidence of these content/assessment changes may be viewed in [Appendix D](#), which includes the Memorandum of Understanding between QU and MADA, an email history of the plans with MADA to enrich the courses in this way, and examples of presentations in the courses as noted.

Status of Improvement Actions Adopted before the 2012-2013 AY:

1. AY 11-12 Adopted Improvement Action 1:

Program faculty will review the learning outcome assessment data in the fall before classes begin, identifying areas in which the assessments are low (e.g., average of 2 or less, or those on the low end of the range across the outcomes), and determining what changes need to be made in courses, e.g., in what is taught or the assignments, to improve assessment on these outcomes.

Evidence and Implementation details for improvement action 1:

This improvement action was developed in June 2012. At the start of the 2012-2013 AY, Dr. Mary Allen, a consultant on program assessment who provided a series of workshops for QU faculty, recommended that the assessment of the College's Program Learning Outcomes be simplified and occur on a three-year cycle. She also cautioned that it was not appropriate to determine program improvement actions based on data from small numbers of students, like those in the M.Ed. program at that point, and for only a short period of time. As a result, the program began to use a more molar and less molecular perspective as it reviewed its efforts. This resulted in, for instance, the improvement action for 2012-2013 that addressed the need for more content on technology in the program that was described above.

Results from the assessment of the two Program Learning Outcomes from the Annual Report for 2012-1013 presented a different and, in the opinion of the program, more accurate picture of the quality of the candidates and their work:

PLO / OE ID	Assessment Context	Number of Students scoring 1	Number of Students scoring 2	Number of Students scoring 3	Number of Students scoring 4	Total Nb assessed Students	Student Average**	Percentage students scored 1 ⁺	Percentage students scored 3 or more ⁺⁺	Defined Target
PLO 1	Apply key theories and concepts of the subject matter in educational settings.	0	0	2	2	4	3.50	0	100	90%
	SPED 611	0	0	1	1	2	3.50	0	100	
	SPED 621	0	0	1	1	2	3.50	0	100	
PLO 3	Use current and emerging technologies in instructionally powerful ways.	0	0	1	3	4	3.75	0	100	90%
	SPED 605	0	0	1	1	2	3.50	0	100	
	SPED 621	0	0	0	2	2	4.00	0	100	

2. AY 11-12 Adopted Improvement Action 2:

The program will divide the advising responsibilities between two faculty members starting this fall so that students can receive more individualized attention. Advisers will work with their students to develop plans to help them (a) improve as students and (b) work towards their educational and career goals.

Evidence and Implementation details for improvement action 2:

This Action Item relates to all eight SLOs. As reported in the APLOA Annual Report for AY 2011-2012, as the Fall 2012 semester progressed, the program faculty realized it was better to review the strengths and needs of the students collectively, both in the informal ways that occur during impromptu and deliberate conversations as well as more formally during program meetings as a regular item. Evidence for this may be found in the minutes of the program meeting where this last point was discussed and adopted and viewed in Appendix D of the AY 2011-2012 APLOA Report that may be viewed at

<https://www.taskstream.com/ts/manager204/APLOAReports>.

AY 11-12 Adopted Improvement Action 3:

Instructors will be encouraged to provide more explicit editing of students' writing via track changes. Instructors will also be instructed to use the application available in Blackboard that identifies how much of a student's paper is coming explicitly from other sources to work with them on how better to express their ideas and thinking in their own words.

Evidence and Implementation details for improvement action 3:

This Improvement Action relates to SLO 6 (scholarship). It builds upon one from the 2010-2011 report to improve the professionalism of students' work by providing them with exposure to library resources to search the literature and online applications to facilitate their writing in APA style. Here the efforts of the program are to improve the content of the students' writing with an increased use of the tools of Safe Assign in Blackboard and Track Changes in Word. Evidence (Appendix E of the AY 2011-2012 APLOA Annual Report) contains an example of the use of Safe Assign in SPED 601 and two examples of the feedback provided to students on their major assignment in EDUC 606. This may be viewed at

<https://www.taskstream.com/ts/manager204/APLOAReports>, Appendix E.

3. AY 11-12 Adopted Improvement Action 4:

The program will look for ways to provide more leadership opportunities for students before their final internship by offering opportunities to assist in the development and delivery of professional development workshops and become involved in research efforts.

Evidence and Implementation details for improvement action 4:

This Action Item relates to SLO 7 (initiative). As reported in the 2012-2013 Annual Report, program faculty offered leadership opportunities to six of the eleven students in the two current cohorts during 2012-2013. These opportunities involved:

- Serving as the student representatives of the program for the discussion of the College's strategic plan
- Acting as a translator for a professional development workshop offered through the National Center on Educator Development

- Participating in research projects
- Volunteering to represent the Masters program at the QU Graduate Fair
- Serving as student representatives of the program in a meeting with the examiners during the College's accreditation visit

Evidence for this change may be viewed in the AY 2011-2012 APLOA Report at <https://www.taskstream.com/ts/manager204/APLOAReports>, Appendix F.

III. Other Improvement Actions implemented by program during Current AY:

None at this time.

Appendix A**Summary: Implementation Status of 2012-2013 Adopted Improvement Actions**

<< Please provide in the status report table a summary of the improvement actions' implementation status. >>

Report Date	#	Improvement Action Statement	Associated SLO	Rationale for the Action (link to assessment)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
						Planned	Actual	Financial	Others		
2012-2013	1, 3	Increase the program's coverage of instructional and assistive technology	1 (content)	Assistive technology is a key topic in the field – key content-- thus graduates should know about and be able to use it effectively to promote learning.	Examine the current coverage of technology in the program	Fall 2013	Fall 2013	None	None	Partially complete; the second assessment activity will be included in the Fall 2014 semester	Appendix D of this report
					Determine what additional content should be added where in the program	Spring 2013	Spring 2013	None	None		
					Develop a second assessment activity on the use of technology to improve the learning of students	Fall 2014	Fall 2014	None	None		

Appendix B**Summary: Implementation Status of Improvement Actions Adopted before the 2012-2013 Academic Year**

<< Please provide in the status report table a summary of the improvement actions' implementation status. >>

Report Date	#	Improvement Action Statement	Associated SLO	Rationale for the Action (link to Assessment)	Action / Step	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
						Planned	Actual	Financial	Others		
2011-2012	1	Program faculty will review the learning outcome assessment data in the fall before classes begin, identifying areas in which the assessments are low (e.g., average of 2 or less, or those on the low end of the range across the outcomes), and determining what changes need to be made in courses, e.g., in what is taught or the assignments, to improve assessment on these outcomes.	All (1-8)	Need to address assessment results that did not meet the targets	Reduced Program Learning Outcomes. Avoided decisions based on low n numbers. Review items for improvement noted in 2012-2013 Self Study and APLOA Review.	Fall 2012	Fall 2012	None	None	Action revised; assessment data reviewed at program learning outcome level; results indicate targets are achieved	Program Assessment Plan
2011-2012	2	The program will divide the advising responsibilities between two faculty members starting this fall so that students can receive more individualized attention. Advisers will work with their students to develop plans to help them (a) improve as students and (b) work towards their educational and career goals.	All (1-8)	Need to supplement previous efforts that addressed the professionalism of students' writing by attending to the content of the writing	Increase the use of Safe Assign in Blackboard to help students express their ideas and thinking in their own words Increase the editing of drafts and final versions of assignments	Fall 2012	Fall 2012	None	None	Action revised; faculty will discuss student strengths and needs as a regular item of program meetings	APLOA Report, Appendix D, Exhibit 8
2011-2012	3	Instructors will be encouraged to provide more explicit editing of students' writing via track changes. Instructors will also be instructed to use the application available in Blackboard that identifies how much of a student's paper is coming explicitly from	6	Need to supplement previous efforts that addressed the professionalism of students' writing by attending to the	Increase the use of Safe Assign in Blackboard to help students express their ideas and thinking in their own words. Increase the editing of drafts and final versions of assignments.	Fall 2012	Fall 2012	None	None	Ongoing	APLOA Report, Appendix E, Writing Support

		other sources to work with them on how better to express their ideas and thinking in their own words.		content of the writing.							
2011-2012	4	Provide more leadership opportunities for students before their final internship by offering opportunities to assist in the development and delivery of professional development workshops and become involved in research efforts.	7	Identify opportunities for students to practice and show leadership throughout their program and imbed these in the curriculum.	Identify opportunities to serve, teach, and support research. Invite students to participate in these leadership activities.	Fall 2012	Fall 2012	None	None	Ongoing	APLOA Report , Appendix F: Leadership Opportunities for Candidates

Appendix C**Summary: Implementation Status of Other Improvement Actions Not Recorded in Annual Assessment Reports**

<< Please provide in the status report table a summary of the improvement actions' implementation status. >>

#	Improvement Action Statement	Associated SLO* / OE**	Rationale for the Action (link to Assessment)	Action / Step*	Date of Implementation		Used Resources		Current Status & Notes	Reference to Evidence
					Planned	Actual	Financial	Others		
1										
2										
3										

* SLO: Program Level Student Learning Outcome; ** OE: Outcome Element; ***Step/Task: Many Steps /Tasks may be defined for the same improvement action