

Assessment Cycle 2025-2026

Master of Education in Special Education (524 A, C, D, and E)

- A – Concentration in Academically Gifted with add on certificate 016
- C – Concentration in Early Intervention with add on certificate 017
- D – Concentration in Elementary Mild/Moderate with add on certificate 013
- E – Concentration Middle/Secondary Mild/Moderate with add on certificates:
 - 014 – Middle School Mild/Moderate
 - 015 – Secondary Mild/Moderate
 - 024 – Educational Diagnostician

Division: Gallaspy College of Education and Human Development Department:

School of Education

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Northwestern Mission. Northwestern State University is a responsive, student-oriented institution committed to acquiring, creating, and disseminating knowledge through innovative teaching, research, and service. With its certificate, undergraduate, and graduate programs, Northwestern State University prepares its increasingly diverse student population to contribute to an inclusive global community with a steadfast dedication to improving our region, state, and nation.

Gallaspy College of Education and Human Development Mission. The Gallaspy Family College of Education and Human Development is committed to working collaboratively to acquire, create, and disseminate knowledge to Northwestern students through transformational, high-impact experiential learning practices, research, and service. Through the School of Education and Departments of Health and Human Performance, Military Science, Psychology, and Social Work, the College produces knowledgeable, inspired, and innovative graduates ready for lifelong learning who contribute to the communities in which they reside and professions they serve.

Additionally, the GCEHD is dedicated to the communities served by the Marie Shaw Dunn Child Development Center, NSU Elementary Laboratory School, NSU Middle Laboratory School, and the NSU Child and Family Network to assist children and their families related to learning and development.

School of Education Mission. The School of Education offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

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Program Mission Statement: The Master of Education Special Education Programs at NSU follow the Council for Exceptional Children (CEC) Mission. The Council for Exceptional Children is a professional association of educators dedicated to advancing the success of children with exceptionalities. We accomplish our mission through advocacy, standards, and professional development.

CEC Core Values:

Visionary Thinking: Demonstrated by forward-thinking and courageous decision making dedicated to excellence and influence in an evolving environment.

Integrity: Demonstrated by ethical, responsive behavior, transparency, and accountability.

Inclusiveness: Demonstrated by a commitment to diversity, caring, and respect for the dignity and worth of all individuals.

Ratified December 8, 2014, by the Council for Exceptional Children Board of Directors

Methodology:

For the Master of Education in Special Education and add-on programs, the assessment process is as follows:

Step 1: Content in each course is aligned with the CEC Initial Preparation Standards as well as the Louisiana Teacher Preparation Competencies.

Step 2: Key assessments within courses are aligned to the CEC Initial Preparation Standards and the Louisiana Teacher Preparation Competencies.

Step 3: Key assessments are evaluated by instructors.

Step 4: Evaluation and feedback are uploaded into the Learning Management System. Step

5: Faculty analyze data to address impact on candidate learning.

Step 6: Faculty use the data analysis for feedback and program improvement.

Student Learning Outcomes (SLO):

SLO 1: Demonstrate discipline-specific content knowledge.

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge	Candidates will demonstrate knowledge of developmentally appropriate practices related to curriculum and assessments for special populations

Course Map: Students in 524A (add-on 016) are not required to take a Praxis Exam. SLO 1 is assessed in this program through a series of essay responses embedded in the following courses: SPED 5830, SPED 5840, SPED 5860, SPED 5870 and SPED 5890.

The PRAXIS exam is not a requirement of the special education graduate and add-on programs since all students are already certified teachers when they enter the programs.

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SLO 1 is assessed in this program through a series of standards-aligned artifacts completed throughout the courses and formally evaluated during EDUC 5850 in the form of a portfolio assessment.

Measure 1.1 (Knowledge, Skills, and Dispositions)

In Gifted Education (524A or 016), SLO 1 is assessed using a content assessment from courses. The content assessment is collected from SPED 5830, SPED 5840, SPED 5860, SPED 5870, and SPED 5890. A scope and sequence were developed in the five courses listed to ensure that content knowledge in gifted education is appropriately introduced, analyzed, synthesized, evaluated, and applied. These reports all require an essay response to one or more open-ended, content specific questions and must be based on readings from textbooks, articles, and/or other online documents. A summative assessment of essay responses constitutes the Content Assessment. Using the Content Assessment Rubric, candidates are assessed for comprehension, analysis, synthesis, evaluation, transformation, and application of content knowledge in their essay responses.

The benchmark performance is a score of 94% or higher for at least 70% of candidates. Candidates are assessed for content knowledge proficiency aligned to NAGC/CEC Teacher Preparation Standards in Gifted Education 1-7.

For 524C, 524D & 524E programs SLO 1 is assessed in this program through a series of standards-aligned artifacts completed throughout the courses and formally evaluated during EDUC 5850 in the form of a portfolio assessment.

The assessment is a portfolio, which consists of artifacts completed in a subset of the courses that are required for certification in mild/moderate special education, early intervention, and educational diagnostician. These artifacts require the creation of products that demonstrate competence in the topics covered in each course. For those candidates who complete a degree program (524C, 524D, and 524E), these artifacts are collected and evaluated as a portfolio assessment in EDUC 5850 during oral defenses. Each assignment is aligned with one or more of the Special Education Preparation Standards of the Council for Exceptional Children (CEC). Students choose which assignment or artifact they think will demonstrate their competence in each of the seven CEC standards. The artifact is submitted along with a reflection on how the artifact demonstrates the student's competence. This portfolio is evaluated using a rubric aligned with the CEC standards. For students completing all or a portion of an Add-On program (013, 014, 015, 017, 024), artifacts are completed as a requirement of the individual courses and are evaluated using a rubric aligned with a subset of the CEC standard as appropriate. Artifact requirements and rubrics were developed and refined over the course of the 2025-2026 academic year. The initial target for this new assessment is for 100% of candidates to score 75% or higher on the rubric.

Findings:

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For 524A: Target was met.

For 524C, 524D, 524E: Target was met.

Analysis:

For 524A: In AC 2025-2026 the target was met. In AC 2025-2026, 87.5% of candidates in M.Ed. program 524A and certification (016) met the target for SLO 1 of 94% or higher. The benchmark performance is a score of 94% or higher for at least 70% of candidates. Based on the analysis of the AC 2024-2025 results, the following changes were implemented in AC 2025-2026 according to the plan of action from AC 2024-2025. Based on analysis of the lowest scores of the Content Assessment, specific readings, activities, and assignments in SPED 5890, SPED 5840, and SPED 5870 were revised for improvement in content knowledge and ability in collaboration and advocacy in developing curriculum and programs for students with gifts and talents. based on appropriate assessments for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

For 524C, 524D, 524E: In AC 2025-2026 the target was met. In AC 2025-2026, 100% of candidates in M.Ed. program 524C, 524D, 524E and certification 013, 014, 015, 017, 024 met the target for SLO 1 of 75% or higher. The benchmark performance is a score of 94% or higher for at least 70% of candidates. Based on the analysis of the AC 2024-2025 results, a plan of action was developed and the following changes were implemented in AC 2025-2026. To address lower scores identified in the area of identification, implementation, and discussion of instructional planning and strategies, additional opportunities for students to develop a repertoire of evidence-based instructional strategies were added through virtual field experiences and classroom discussions across coursework.

As a result of these changes, in the AC 2025-2026, the target was met. The implementation of a portfolio with a focus on current and future challenges faced in the Special education classroom allowed students to demonstrate their knowledge of the seven CEC initial preparation standards and also to provide an explanation of how the artifacts submitted aligned with each standard. In the Fall 2025 semester, two students (n=2) completed the portfolio as a requirement for graduation. Four students (n=4) completed the portfolio defense in spring of 2026. These students scored an average of 93.4% across the seven standards. Rubric scores ranged from an average of 88.7% to 100%. The lowest scores were in the areas of special education legal policies and identification, implementation, and discussion of instructional planning and strategies. Average scores for each of the seven standards are as follows:

CEC Standard 1: 90.3%
CEC Standard 2: 100%
CEC Standard 3: 93.4%
CEC Standard 4: 100%

CEC Standard 5: 89.9%
CEC Standard 6: 88.7%
CEC Standard 7: 93.9

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Decision:

For 524A: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the program faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Based on analysis of the lowest scores, revisions in the readings, activities, and assignments related to specific content in the courses SPED 5840, SPED 5870, and SPED 5890 will be implemented. These changes will improve knowledge and ability to collaborate, advocate, identify, and implement appropriate differentiated lessons for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

For 524C, 524D, 524E: In AC 2025-2026, the target was met. Based on the analysis of the AC 2026-2027 results, faculty will implement the following changes in AC 2026- 2027 to drive the cycle of improvement. Based on analysis of the lowest scores, revisions in the readings, activities, and assignments related to specific content in the courses SPED 5960 and SPED 5600 will be implemented. These changes will improve knowledge and ability to understand and implement special education legal policies and identification, implementation, and discussion of instructional planning and strategies for students with exceptionalities, thereby continuing to push the cycle of improvement forward.

SLO 2: Apply discipline-specific content knowledge in professional practice.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice	524A: Candidates plan and develop specific differentiated instructional strategies that enhance the cognitive and affective development of individuals with gifts and talents (NAGC/CEC Standard 5) Candidates demonstrate ability to plan, implement, and assess curricula for students with gifts and talents. 524C: Candidates plan and develop and analyze the outcomes of specific differentiated literacy activities that enhance the cognitive development of young children with special needs. 524D and 524E: Candidates will identify, observe, collect, analyze, and apply assessment data to evaluate student progress and plan targeted instruction.

Course Map:

For 524A, SLO 2 is measured by completing a differentiated instructional strategies project in SPED 5890.

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For 524C, SLO 2 is measured by completing a Family Literacy Parent Pack project in RDG 5020 Early Childhood Primary Reading Instruction.

For 524D & 524E, SLO 2 is measured by completing a Functional Behavioral Assessment (FBA) project in EPSY 5370.

Measure 2.1 (Knowledge, Skills, and Dispositions)

For 524A, SLO 2 is measured in SPED 5890 Curriculum and Methods for the Academically Gifted. SLO 2 is assessed as the candidates engage in teaching two lessons. The candidates in SPED 5890 are required to provide two lessons indicating content and process differentiation for the gifted. Every learner develops content and process differentiation as aligned with curricular content knowledge and instructional planning and strategies standards as meet his or her individual needs for professional growth as an educator for students with gifts and talents. A rubric developed by the faculty that uses the concepts for differentiation delineated in the textbook for SPED 5890 assesses the lessons presented by the candidates. The concepts for differentiating content include Abstractness, Complexity, Variety, Organization for Learning Value, The Study of People, and the Study of Methods. The concepts for differentiating process include Higher Levels of Thinking, Open-Endedness, The Importance of Discovery, Evidence of Reasoning, Freedom of Choice, Group Interaction, Pacing, and Variety.

The candidates select some aspects of content differentiation, then plan and teach a lesson with their gifted students. Then the candidates select some aspects of process differentiation and likewise, plan and teach a lesson with their gifted students. The two lessons may be separate content areas or topics, or they may be the same content areas or topics, the candidates are given Freedom of Choice. The candidates post their lessons to a template that requires that they report number and demographic and diversity descriptions of their students, describe the lesson, provide evidence of student learning, and provide a journal reflection of the experience. Candidates were required to use two to three concepts for differentiating content and the same number for differentiating processes. The primary objective is to discover the candidates' ability to plan differentiated lessons and articulate those lessons based on the concepts that they have read about and discussed in class.

There is no numerical score for this assignment in the traditional sense as it is a pass or a re-submit until passed. Candidates must obtain a pass, or re-submit until passed, on their lesson plan before they can complete their field experiences. The pass is a score of 4 on the rubric before given approval to do the field experiences. The rubric assessment helps the candidates learn the process of developing differentiation and implementing the differentiation in actual lessons in the classroom.

For 524C, SLO2 is measured in SPED 5370 Literacy Learning Center Planning Assignment. Candidates facilitate literacy instruction by designing a learning center that includes quality children's literature text and developmentally appropriate, hands-on

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literacy activities that align with the State Standards. The Literacy Learning Center Planning Assignment will be scored on a rubric aligned with the National Association for the Education of Young Children with a criterion of 100% of candidates scoring at least 80% on the rubric.

For 524D and 524E, SLO 2 is measured by completing a Functional Behavioral Assessment (FBA) project and an analysis of data in EPSY 5370 Behavioral Management and Modification. Candidates must complete a functional behavioral assessment for one student with mild/moderate exceptional needs in Grades 1-12 with challenging behavior. By completing the assignments and/or tasks of this course, each candidate will: identify antecedents that may evoke behavior and consequences that may maintain behavior through functional analysis methodology, describe appropriate interventions that are linked to functional assessment outcomes, write a systematic plan for changing behavior that includes the following components: target behavior, environment(s) where intervention will occur, intervention strategy, measurement and schedule for data collection, and graph for visual analysis, design and implement environmental adaptations to assist in the support of appropriate behaviors, and accurately measure student performance to verify the effectiveness of behavioral support programs and/or determine the need for program revision

Candidates are provided with a rubric that is used to evaluate their work. The rubric is being updated to better align with CEC standards. Program faculty will continue to review the rubric for validity and reliability, ensuring that the assessment measures what it is intended to measure and that it is reliable over time. The rubric includes the following subsections: completeness, consistency, behavior assessment summary, final graph, and narrative description, discussion of results, and intervention decisions and explanation. To score "Proficient" on the rubric, candidates must earn at least 85% on the total rubric. The goal is for 100% of candidates to score at least 85% or better.

Findings:

For 524A: The target was met.

For 524C: The target was met.

For 524D & 524E: The target was met.

Analysis:

For 524A: In AC 2025-2026 the target was met. 100% of candidates in M.Ed. program 524A and certification (016) met target for SLO 2 with a score of 4 or higher on the rubric. Based on the analysis of the AC 2024-2025 results, the following changes were implemented in AC2025-2026 according to the plan of action from AC 2024-2025. Podcasts, video casts, and virtual discussions were added to aid in candidate improvement in gaining skill in using the vocabulary of content differentiation and comprehending the variances between content and process differentiation in order to plan, implement, and assess content and process differentiation. Candidates were capable of developing content and process differentiation as aligned with

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curricular content knowledge and instructional planning and strategies standards as met his or her individual needs for professional growth as an educator for students with gifts and talents. Candidates reported increased confidence in planning, implementing, and assessing differentiation lessons in specific areas in Content and Process Differentiation to guide educational decisions for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

For 524C: In 2024-2025 the target was met. In 2024-2025, 100% of candidates met target for SLO 2 with scores ranging from 96% to 100% on the rubric. Based on the analysis of the 2024-2025 results, the following changes were implemented in 2025- 2026. The faculty continued use of an assessment tool that specifically focuses on the application of special education practices to the design of early intervention instruction. This assessment is the Literacy Learning Center Planning Assignment in SPED 5370. This assessment improved candidates' ability to apply knowledge and skills related to specific supports for developmental delays in the design of early intervention instructional practices.

As a result of these changes in alignment in the AC 2025-2026, the target was met. All candidates scored 80% or better on the rubric for the Literacy Learning Center Planning Assignment. Four candidates completed the assignment during AC 2025-2026. On their first attempt, candidates scored between 0% and 98%, which increased to 100% on the second attempt. There were no patterns in errors across candidate performance.

For 524D & 524E: In 2024-2025 the target was met. In 2024-2025, additional opportunities for students to develop a repertoire of evidence-based intervention strategies through virtual field experiences and classroom discussion were added to identified courses. These changes improved the student's ability to select and apply interventions in relation to IEP development as well as Functional Behavioral Assessments (FBA) and Behavior Improvement Plans (BIP). In accordance with CEC standards, the emphasis on functional behavior assessment was decreased and focus shifted toward alignment of behavioral assessment data with intervention procedures. A new textbook has been utilized for two semesters that supports this change in focus on intervention design and alignment. These changes improved the student's ability to identify common behavior problems and their possible causes and to select or design interventions with a high probability of success, thereby continuing to push the cycle of improvement forward.

As a result of these changes in alignment in the AC 2025-2026, the target was met. All candidates scored 80% or better on the rubric for the FBA Assignment. Six candidates completed EPSY 5370 coursework with embedded discussions, and all completed with grades ranging from 86% to 99%.

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Decision:

For 524A: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Virtual discussions that were added the previous year will be revised and enhanced to aid and assess candidate improvement in gaining skill in using the vocabulary of content differentiation and comprehending the variances between content and process differentiation in order to plan, implement, and assess content and process differentiation. Assessment through faculty and peer feedback will be specified in the virtual discussions such that candidates will be capable of developing content and process differentiation as aligned with curricular content knowledge and instructional planning and strategies standards to meet their individual needs for professional growth as an educator for students with gifts and talents. The additional interaction and feedback will lead to improving candidate's ability to advocate for their students by enhancing ethical and professional competencies to provide authentic classroom experiences and interactions, thereby continuing to push the cycle of improvement forward.

For 524C: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to continue driving the cycle of improvement. Faculty will continue refining and utilizing the Literacy Learning Center Planning Assignment in SPED 5370 as the primary assessment tool focused on the application of special education practices in the design of early intervention instruction. Additional emphasis will be placed on developmentally appropriate instructional planning, individualized supports for developmental delays, and opportunities for candidates to apply instructor feedback through revision and reflection activities. Faculty will also incorporate expanded modeling, guided practice, and discussion related to evidence-based early intervention strategies to further strengthen candidate performance. These changes are expected to improve candidates' ability to apply knowledge and skills related to specific supports for developmental delays in the design of early intervention instructional practices, thereby continuing to push the cycle of improvement forward.

For 524D and 524E: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to continue driving the cycle of improvement. Additional opportunities for candidates to develop a repertoire of evidence-based intervention strategies through virtual field experiences, applied coursework, case-based learning activities, and classroom discussions will continue to be incorporated into identified courses. Faculty will place increased emphasis on aligning behavioral assessment data with evidence-based intervention design in accordance with current CEC standards. Coursework will utilize instructional resources and activities that support intervention planning, data-based decision making, and the application of effective behavioral supports within educational settings. These changes are expected to improve candidates' ability to select and apply interventions related to IEP development, Functional

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Behavioral Assessments (FBA), and Behavior Intervention Plans (BIP), thereby continuing to push the cycle of improvement forward.

SLO 3: Model professional behaviors and characteristics.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics. (Dispositional Evaluation)	524A: Candidates demonstrate professional learning and ethical practice in working with students with gifts and talents 524C, 524D and 524E: Candidates will model the Council for Exceptional Children Professional and Ethical Standards

Course Map:

For 524A, SLO 3 is measured by the Practicum Reflection Journal Assessment in SPED 5900 Practicum.

For 524C, 524D, and 524E, SLO 3 is measured by completing Disposition Assessment in SPED 5960 Interactive Teaming and Physical and Medical Management

Measure 3.1 (Dispositions)

For 524A, SLO 3 is assessed through the candidates' successful completion of the practicum experience and Practicum Reflective Journal Assessment that specifically provides evidence of candidates' application of knowledge and skills and ability to reflect and improve practice. The Practicum Reflective Journal Assessment is a summative report of the weekly reflective journals. At the end of the practicum semester, the scores for the weekly journals are summed and percentages for each category and criteria are determined. A rubric developed by the faculty is used to assess the practicum reflective journal posts. Weekly postings are explanations about WHAT candidates are teaching and reflections about HOW they are teaching. The candidates share activities, list methods of instruction and resources, tell how they are planning, implementing, and assessing differentiated curriculum for gifted instruction, provide positive learning environments, and describe what students are learning. They share authentic classroom experiences and interactions attending to the cognitive, affective, and diverse needs of the gifted and how they are learning from their students. Then the candidates share their critiques, insights, and plans for improvement. All candidates enrolled in practicum read each other's Reflective Journals and provide encouragement, empathy, and feedback. Journals show the entire process of modeling professional behaviors from gaining knowledge and skills, to teaching from the knowledge and skills, to assessing learning, to making changes while collaborating, providing feedback, and engaging in professional learning and ethical practice whereas the observations do not show that entire loop, only a snapshot of modeling professional behaviors.

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For 524C, 524D, and 524E, SLO 3 is evaluated using the NSU Disposition Form in SPED 5960 Interactive Teaming and Physical and Medical Management. The Disposition Form is the artifact used for evidence of student dispositions. The faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in the InTASC Standards and the CAEP Standards. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in a 5-point Likert scale. The goal is that at least 80% of candidates score an average of 4 or higher on the 5-point scale.

Findings:

For 524A: The target was met.

For 524C, 524D & 524E: The target was met

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Analysis:

For 524A: In AC 2025-2026 the target was met. 100% of candidates in M.Ed. program 524A scoring at exemplary. Based on the analysis of the AC 2024-2025 results, the following changes were implemented in AC 2025-2026. Competency in ethical and professional behavior was enhanced through improvement in self-assessment aligned with the CEC Gifted Education Professional Preparation Standards and providing feedback by increasing virtual meetings. The additional platform led to improving candidate's ability to advocate for their students and provide authentic classroom experiences and interactions attending to the cognitive, affective, and diverse needs of the gifted, thereby continuing to push the cycle of improvement forward.

For 524C, 524D & 524E: In AC 2024-2025 the target was met. Findings for AC 2024-2025 show that 80% of candidates scored 4.0 or higher on the Dispositions Assessment. Based on the analysis of the AC 2024-2025 results, the following changes were implemented in AC 2025-2026. Interactive modules designed to help with peer/peer, teacher/student, and administration/teacher conflict resolution were added to coursework. Since the two lowest areas of the dispositions indicated lack of confidence in conflict resolution and critical thinking, modules addressing these topics were added to SPED 5960. These changes improved students' ability to better analyze and address problems and to employ strategies to resolve conflicts when they arise within the educational setting, thereby continuing to push the cycle of improvement forward.

As a result of these changes, in the AC 2025-2026, the target was met. Out of 9 candidates, 8 (88.9%) scored an average of 4 or higher on the disposition's rubric. When examining individual items on the dispositions rubric average scores from 3.8 to 4.7. The item rated the highest was "analyzes problems critically and attempts to resolve them independently"(4.9 out of 5) and the item rated the lowest was "meeting all tasks/assignment requirements in a timely manner" (3.4 out of 5).

Decision:

For 524A: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2025-2026 to drive the cycle of improvement. Program faculty will transition enhanced feedback through appropriate and consistent virtual meetings. The additional platform will lead to improving candidate's ability to advocate for their students by enhancing ethical and professional competencies to provide authentic classroom experiences and interactions, thereby continuing to push the cycle of improvement forward.

For 524C, 524D & 524E: In AC 2025–2026, the target was met. Based on the analysis of the AC 2025–2026 results, the faculty will implement the following changes in AC 2026–2027 to continue driving the cycle of improvement. Additional opportunities for candidates to develop a repertoire of evidence-based intervention and behavioral support strategies through virtual field experiences, applied coursework, case-based learning activities, and classroom discussions will be

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incorporated into identified courses. Faculty will place increased emphasis on aligning behavioral assessment data with evidence-based intervention design in accordance with current CEC standards and best practices in special education. Interactive modules designed to support peer/peer, teacher/student, and administration/teacher conflict resolution will also be integrated into coursework to strengthen candidates' communication, collaboration, and problem-solving skills within educational settings. Coursework will incorporate instructional resources and activities focused on intervention planning, data-based decision making, Functional Behavioral Assessments (FBA), Behavior Intervention Plans (BIP), and IEP development. These additions will provide valuable tools and applied learning experiences that are expected to further strengthen candidates' ability to implement effective behavioral and instructional supports while continuing to push the cycle of improvement forward.

SLO 4: Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for discipline.

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline.	524A: Candidates demonstrate creativity, ideas, processes, and experiences in gifted education. 524C, 524D and 524E: Candidates will exhibit creative thinking in special education by identifying a specific classroom/student need and writing an innovation proposal to meet the need.

Course Map:

For 524A, SLO 4 is measured by the Portfolio Defense in SPED 5850. For 524C, 524D and 524E, SLO 4 is measured by a Grant Proposal in SPED 5960 Interactive Teaming and Physical and Medical Management.

Measure 4.1 (Knowledge and Skills)

For 524A, SLO 4 is assessed through an Oral Portfolio Defense. The assessment benchmark performance is 80% of candidates scoring at the Acceptable level or higher in all categories. The candidates complete a Portfolio of the knowledge, experiences, and growth they gained through the Gifted Education program. Each candidate is assigned a committee of three faculty members. The committee reviews the Portfolio and ensures that the portfolio is complete, containing artifacts from all courses in the program. The Portfolio assessment is both a structured and dynamic comprehensive compilation of the candidate's experience and performance in the program. Candidates submit artifacts to an Electronic Portfolio System to develop their Portfolio, then submit their Portfolio on a DVD. Throughout the Gifted Education program, specific artifacts are stored in the Electronic

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Portfolio System as key assessments assigned from each course. However, individual differences are supported such that each portfolio is unique as candidates are allowed and encouraged to include other items that they believe have indicated learning and growth in Gifted Education, including examples of their students' work. Once the committee has ensured that the Portfolio contains the required artifacts, the committee reviews the Portfolio using a faculty developed rubric. The categories on the rubric are Target, Acceptable, and Not Acceptable with a consensus rating by the committee. A score of Target indicates candidates were highly effective in making connections with the artifacts in their Portfolios which led to an increased effectiveness in instructional planning and professionalism. Candidates were responsible, made excellent decisions, were very creative, and purposely engaged in critical thinking and problem solving. A score of Acceptable indicates candidates could be responsible, make good decisions, and reveal creative/critical thinking but not as effectively as the Target category. Not Acceptable would indicate lack of responsibility, decision-making, creative/critical thinking through incomplete or inaccurate descriptions. A Written and Oral Defense of the Portfolio is presented and scored by the committee. Committee members may also ask clarifying questions. Each committee member rates each candidate, then a consensus is decided to determine if the candidate was satisfactory or unsatisfactory overall. Very rarely is a candidate rated unsatisfactory such that they must redo the Oral Defense completely. However, candidates may be rated Not Acceptable in specific categories and then the candidate will need to prepare a specific written report for that category or categories as directed by the committee and/or another oral defense of that category or categories. Candidates were responsible for indicating the alignment of their Portfolio with the NAGC/CEC Standards through their written report and oral defense.

Candidates refer to the NAGC/CEC standards both written and orally to express their perceived competency level as beginning professionals in gifted education and to describe how and where they would continue their growth as professionals once they have completed the M.Ed. degree.

For 524C, 524D and 524E, SLO 4 is assessed through a mock grant writing project in the course SPED 5960 Interactive Teaming and Physical and Medical Management. The Grant Proposal was changed to an Innovation Proposal. This assignment allowed students to propose an innovative program at their school by setting goals, selecting materials and budgets, creating procedures, and designing a method of evaluation. The Innovation Proposal focuses on creative thinking that is relevant to their individual classroom and school environments. The assessment is evaluated using a rubric with four categories: Unacceptable, Needs Improvement, Acceptable, and Exemplary. The and the target performance is that 100% of candidates will score "Acceptable" (75%) or above.

Findings:

For 524A: The target was met.

For 524C, 524D & 524E: The target was met

Analysis:

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For 524A: In AC 2025-2026 the target was met. Candidates were responsible, able to demonstrate creativity, ideas, processes, and experiences in gifted education. In the oral defense, the committee rated 100% of candidates as acceptable or target in all categories. Based on the analysis of the AC 2024-2025 results, the following changes were implemented in AC 2025-2026 according to the plan of action from AC 2024-2025. Actions were taken to support the improvement in candidates making connections with the artifacts in their portfolios to identify areas of need to become stronger advocates for students with gifts and talents. As a result of these changes, in the AC 2025-2026, the target was met as candidates were able to demonstrate improvement in creative/critical thinking and decision-making in gifted education to build competency as advocates for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

For 524C, 524D & 524E: In 2024-2025 the target was met. The target of 100% of students scoring 75% or higher on the Innovation Proposal, was met. Based on the analysis of the 2024-2025 results, the following changes were implemented in 2025-2026. Exploration of resources and increased focus on political- as well as student-advocacy efforts were added in discussion forums and projects as funds for students with exceptionalities hang in the balance. Helping students to identify ways in which they may become involved as mouthpieces for one of our most vulnerable populations in the country will help them become advocates for students with exceptionalities. This helped students learn to become advocates for students with exceptionalities through innovative proposals.

As a result of these changes, in the AC 2025-2026, the target was met. All 8 candidates scored in the acceptable range (75% or higher) on the Innovation Proposal. All participants scored 100% on their final submissions.

Decision:

For 524A, In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. The assessment for the written and oral defenses will be updated to reflect the revised CEC Gifted Education Professional Preparation Standards aligned with the portfolio artifacts so candidates will be able to demonstrate improvement in creative/critical thinking and decision- making in gifted education by appropriately articulating the application of learning in the practice of teaching through differentiation of curriculum and of advocating for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

For 524C, 524D & 524E: In AC 2025-2026, the target was met. Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to drive the cycle of improvement. Exploration of educational resources and an increased emphasis on political advocacy and student advocacy efforts will be incorporated into discussion forums, course activities, and project-based assignments as funding and support for students with exceptionalities continue to face uncertainty.

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Students will be encouraged to examine current policies, legislation, and community initiatives that impact services and opportunities for individuals with exceptionalities. Course projects will require students to develop innovative proposals and advocacy plans designed to address educational, social, and systemic challenges affecting this population. These activities will strengthen students' understanding of their role as future educators and professionals who can actively support and influence positive change, thereby continuing to push the cycle of improvement forward.

SLO 5: Make responsible decisions and solve problems, using data to inform actions when appropriate.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and solve problems, using data to inform actions when appropriate (SPE #5 Student Learning Impact)	524A: Candidates demonstrate responsible decision making and problem-solving using data to inform actions when appropriate. 524C: Candidates will make responsible decisions and problem-solve using data from an early intervention assessment to inform actions. 524D and 524E: Candidates will make responsible decisions and problem-solve using curriculum-based assessment data to inform actions when appropriate.

Course Map:

For 524A, SLO 5 is measured by the Identification of Gifted Students Presentation in SPED 5840.

For 524C, SLO 5 is measure by the Early Intervention Assessment in SPED 5310 For 524D and 524E, SLO 5 is measured by Curriculum-Based Assessment (CBA) project in SPED 5380 Curriculum-Based Assessment

Measure 5.1 (Knowledge and Skills)

For 524A, SLO 5 is assessed in SPED 5840 where candidates learn about the identification of students with gifts and talents. Candidates gain theoretical knowledge and practical principles related to understanding the process and procedures for identification of students with gifts and talents. They learn about the state policies and procedures, but they also learn assessment and identification processes related to several theoretical models. Candidates gain knowledge regarding the limitations and biases of assessments and comprehend equitable approaches for identifying learners from diverse backgrounds. They learn how to engage school personnel and families in the process of identification

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and placement. The Identification of Gifted Students PowerPoint Presentation helps them gain skills in collaboration and advocacy for the gifted. Candidates are given specific instructions to choose an audience to share the policies about identification from the State and compare identification and assessment based on a model or theory from your readings in a PowerPoint (or other media) presentation. A rubric developed by faculty is used to assess the message content of the presentation and the effectiveness of message delivery, including audience awareness. The assessment aligns with NAGC/CEC standards for assessment and professional practice and ethics with emphasis related to relevant laws and policies, characteristics of learners, and individual differences.

For 524C SLO 5 is evaluated using an Early Intervention Assessment completed in SPED 5310 Identification and Assessment in Early Intervention. Candidates will construct an assessment portfolio based on a child between birth and 5 years 11 months. The goal for this assignment is 100% of candidates will score 80% or higher on this assessment.

For 524D and 524E, SLO 5 is evaluated using a Curriculum-based Assessment (CBA) project and reflection in SPED 5380 Curriculum-based Assessment. The CBA assessment is evaluated using a rubric based on CEC Standard 4 Assessment: Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. A CBA rubric was developed, and Louisiana follows the CEC Standards. The quality of the assessment was measured using CEC measurement principles and practices to interpret assessment results. The criteria for success are the candidates' ability to use multiple types of assessment information in making responsible decisions and problem-solving using CBA data. The goal for this assessment is that 100% of candidates will score 80% or higher on the rubric.

Findings:

For 524A: The target was met.

For 524C: The target was met.

For 524D & 524E: The target was met.

Analysis:

For 524A: In AC 2025-2026 the target was met. 100% of candidates scoring either Proficient or Exemplary. The AC 2025-2026 results indicated that 100% of candidates scored over 90% overall demonstrating responsible decision making and problem-solving using identification and learning assessment data to inform actions. Based on the analysis of AC 2024-2025 results, the following changes were implemented in AC 2025-2026 to revise assignments and activities in SPED 5840 and SPED 5890 to improve candidate's ability to develop learning goals, objectives, and curriculum based on identifying gifted characteristics. thereby continuing to push the cycle of improvement forward.

For 524C: In 2024-2025 the target was met. In 2024-2025, 100% of candidates met criteria of scoring 80% or higher on the Early Intervention Assessment. Based on the analysis of

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the 2024-2025 results the following changes were implemented in 2025-2026. While the rubric for the Early Intervention Assessment portfolio had been updated to align to the new CEC standards for early childhood special education and early intervention, the course delivery format was updated two semesters ago to include clear links between content, instructions, and assignments and how they were assessed. Rubrics were incorporated into the learning management system to allow for more detailed analysis to identify areas of strength and weakness. These changes continue to improve students' ability to focus on areas that needed improvement within the topic of early intervention assessment such as developmental appropriateness, family involvement, administration and analysis of results, and development of appropriate goals and objectives based on assessment results.

As a result of these changes, in the AC 2025-2026, the target was met. Three candidates completed the Early Intervention Assessment portfolio. All three candidates received 100% on this assignment.

For 524D & 524E: In 2024-2025 the target was met. In 2024-2025, 100% of candidates met the criterion of 80% or higher on the Curriculum-Based Assessment rubric. Based on the analysis of the 2024-2025 results, the following changes were implemented in 2025-2026. Practical examples and case studies were incorporated into SPED 5380 to enhance understanding. Opportunities for hands-on practice with assessment tools, diverse assessment strategies catering to different learning styles, and integration of feedback mechanisms via group discussions were implemented. These changes improved students' ability to focus on areas that need improvement within the topic of problem-solving and decision making such as the selection of appropriate assessment techniques, developmental appropriateness, administration and analysis of results, and development of appropriate goals and objectives based on assessment results. The Curriculum-Based Assessment was not changed during this academic year.

As a result of these changes, in the AC 2025-2026, the target was met. In the Fall 2025 semester 4 candidates enrolled in SPED 5380 and all scored 90% or higher, exceeding the criterion of 80%. In the Spring 2026 semester 3 candidates enrolled in and finished the course. Of these 8 candidates, 100% scored 90% or better, also exceeding the criterion of 80%.

Decision, Action, or Recommendation:

For 524A: Based on the analysis of the AC 2025-2026 results, the faculty will implement the following changes in AC 2026-2027 to revise a specific assignment in SPED 5840 to improve candidate's ability to develop and implement learning goals and objectives related to enhancing critical thinking ability for students with gifts and talents based on identifying their unique characteristics. thereby continuing to push the cycle of improvement forward.

For 524C: In AC 2025–2026, the target was met. Three candidates completed the Early Intervention Assessment portfolio, and all candidates earned scores of 100% on the

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assignment. Based on the analysis of the AC 2025–2026 results, the faculty will implement the following changes in AC 2026–2027 to continue driving the cycle of improvement. Although candidate performance remained strong, faculty recognized the importance of continuing to strengthen individualized instructional support and data-informed teaching practices to address the evolving needs of current students. Course delivery formats will continue to be refined through the utilization of personalized learning pathways, enhanced feedback opportunities, and advanced data analytics within the learning management system. These strategies will provide targeted support by identifying specific areas of candidate growth, monitoring progress more effectively, and increasing opportunities for individualized learning experiences. Additional emphasis will also be placed on strengthening candidates' application of early intervention assessment practices related to developmental appropriateness, family involvement, analysis of assessment data, and development of goals and objectives aligned with assessment results. These improvements are intended to optimize student engagement, promote continuous development in early childhood special education and intervention practices, and continue pushing the cycle of improvement forward.

For 524D & 524E: In AC 2025–2026, the target was met. During the Fall 2025 and Spring 2026 semesters, 100% of candidates scored 90% or higher on the Curriculum-Based Assessment rubric, exceeding the required benchmark of 80%. Based on the analysis of the AC 2025–2026 results, the faculty will implement the following changes in AC 2026–2027 to continue driving the cycle of improvement. Practical examples and case studies will continue to be incorporated into SPED 5380 to further strengthen candidates' understanding and application of curriculum-based assessment practices and problem-solving skills. Faculty will continue providing opportunities for hands-on practice with assessment tools and will expand the use of diverse instructional and assessment strategies designed to support different learning styles and levels of candidate preparedness. Structured feedback mechanisms, collaborative discussions, and applied learning activities will also continue to be integrated throughout coursework to support continuous improvement and reflective practice. Additional emphasis will be placed on strengthening candidates' abilities related to the selection of appropriate assessment techniques, developmental appropriateness, administration and analysis of assessment results, and development of measurable goals and objectives based on assessment findings. These instructional enhancements are intended to further support candidate success, strengthen assessment literacy and data-based decision making, and continue pushing the cycle of improvement forward.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results.

Program faculty made several decisions after examining results of data analysis from AC 2024-2025 which resulted in improved student learning as well as program improvement in AC 2025-2026.

Program 524A (016): Concentration in Academically Gifted

SLO 1: Based on the analysis of the AC 2024-2025 results, the following changes

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were implemented in AC 2025-2026 of revision of specific readings, activities, and assignments in SPED 5890, SPED 5840, and SPED 5870 for improvement in content knowledge and ability in collaboration and advocacy in developing curriculum and programs for students with gifts and talents. based on appropriate assessments for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

SLO 2: Based on the analysis of results in AC 2024-2025, candidates could develop content and process differentiation as aligned with curricular content knowledge and instructional planning and strategies standards as met his or her individual needs for professional growth as an educator for students with gifts and talents. Candidates reported increased confidence in planning, implementing, and assessing differentiation lessons in specific areas in Content and Process Differentiation to guide educational decisions for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

SLO 3: Based on the analysis of results in AC 2024-2025, the analysis of results from the successful completion of the practicum experience, competency in ethical and professional behavior was enhanced through improvement in self-assessment aligned with the CEC Gifted Education Professional Preparation Standards and providing feedback by increasing virtual meetings. The additional platform led to improving candidate's ability to advocate for their students and provide authentic classroom experiences and interactions attending to the cognitive, affective, and diverse needs of the gifted, thereby continuing to push the cycle of improvement forward.

SLO 4: Based on the analysis of results in AC 2024-2025, candidates were responsible, able to demonstrate creativity, ideas, processes, and experiences in gifted education. Candidates were able to appropriately articulate making connections with the artifacts in their portfolios to identify areas of need for advocacy thereby leading to demonstrating improvement in creative/critical thinking and decision-making in gifted education to build competency as advocates for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

SLO 5: Based on the analysis of results in AC 2024-2025, candidates demonstrated responsible decision-making and problem-solving to develop learning goals, objectives, and curriculum based on identifying gifted characteristics, thereby continuing to push the cycle of improvement forward.

Programs 524C, 524D & 524E (013, 014, 015, 017, 024): Early Intervention and Mild/Moderate Elementary and Middle and Secondary Concentrations

SLO 1: The implementation of a portfolio with a focus on current and future challenges faced in the Special education classroom allowed students to demonstrate their knowledge of the seven CEC initial preparation standards and also to provide an explanation of how the artifacts submitted aligned with each

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standard.

SLO 2: faculty continued using the Literacy Learning Center Planning Assignment in SPED 5370 to strengthen application of special education practices in early intervention instruction. This assessment improved candidates' ability to design instructional practices that support developmental delays. Program revisions included reduced emphasis on Functional Behavioral Assessments and greater focus on aligning behavioral assessment data with intervention procedures, supported by the adoption of a new textbook.

SLO 3: In AC 2025–2026, program improvements were implemented to address lower disposition scores in conflict resolution and critical thinking. Interactive modules focusing on peer, teacher, and administrative conflict scenarios were added to SPED 5960 to strengthen candidates' problem-solving and conflict management skills within educational settings. These instructional changes helped improve students' ability to analyze situations, think critically, and apply strategies to resolve challenges effectively.

SLO 4: Based on analysis of the 2024–2025 results, instructional changes were implemented for AC 2025–2026 to strengthen advocacy knowledge and engagement. Additional emphasis was placed on exploring resources and increasing attention to both political advocacy and student advocacy through discussion forums and project-based activities. Students were encouraged to examine ways they could actively support and advocate for students with exceptionalities, one of the most vulnerable populations in education. These experiences promoted the development of advocacy skills through the creation of innovative proposals and increased awareness of educational and policy-related issues.

SLO 5: For 524C, instructional changes were implemented in 2025–2026 based on analysis of the 2024–2025 results to strengthen early intervention assessment practices. Updates included improved alignment of the Early Intervention Assessment portfolio rubric with revised CEC standards for early childhood special education and early intervention. Course delivery was enhanced through clearer connections between content, assignments, instructions, and assessment expectations. Rubrics were also integrated into the learning management system to support more detailed analysis of student strengths and areas needing improvement. These changes improved candidate performance in developmental appropriateness, family involvement, assessment administration, data analysis, and development of goals and objectives. These instructional enhancements improved students' abilities to select appropriate assessment methods, analyze results, and develop effective goals and objectives.

Plan of Action Moving Forward

Program faculty examined the evidence and results of data analysis from AC 2025-2026

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and will take steps to continue to improve student learning in AC 2026-2027:

Program 524A (016): Concentration in Academically Gifted

SLO 1: Based on analysis of the lowest scores, revisions in the readings, activities, and/or assignments related to specific content in the courses SPED 5840, SPED 5870, and SPED 5890 will be implemented. These changes will improve knowledge and ability in collaboration and advocacy in developing curriculum and programs for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

SLO 2: Program faculty will revise and enhance the virtual discussions that had been added the previous year to aid and assess candidate improvement in gaining skill in using the vocabulary of content differentiation and comprehending the variances between content and process differentiation in order to plan, implement, and assess content and process differentiation. Assessment through faculty and peer feedback will be specified in the virtual discussions such that candidates will be capable of developing content and process differentiation as aligned with curricular content knowledge and instructional planning and strategies standards to meet their individual needs for professional growth as an educator for students with gifts and talents. The additional interaction and feedback will lead to improving candidate's ability to advocate for their students by enhancing ethical and professional competencies to provide authentic classroom experiences and interactions, thereby continuing to push the cycle of improvement forward.

SLO 3: Program faculty will transition enhanced feedback through appropriate and consistent virtual meetings. The additional platform will lead to improving candidate's ability to advocate for their students by enhancing ethical and professional competencies to provide authentic classroom experiences and interactions, thereby continuing to push the cycle of improvement forward.

SLO 4: Program faculty will update the assessment for the written and oral defenses to reflect the revised CEC Gifted Education Professional Preparation Standards aligned with the portfolio artifacts so candidates will be able to demonstrate improvement in creative/critical thinking and decision-making in gifted education by appropriately articulating the application of learning in the practice of teaching through differentiation of curriculum and of advocating for students with gifts and talents, thereby continuing to push the cycle of improvement forward.

SLO 5: Program faculty will revise a specific assignment in SPED 5840 to improve the candidate's ability to develop and implement learning goals and objectives related to enhancing critical thinking ability for students with gifts and talents based on identifying their unique characteristics, thereby continuing to push the cycle of improvement forward.

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Programs 524C, 524D & 524E (013, 014, 015, 017, 024): Early Intervention and Mild/Moderate Elementary and Middle and Secondary Concentrations

SLO 1: Based on analysis of the AC 2025–2026 results, faculty will implement additional instructional revisions to support continued program improvement. Areas associated with lower performance scores will be addressed through updates to readings, learning activities, and assignments within SPED 5960 and SPED 5600. These revisions will strengthen candidates' understanding of special education legal requirements and policies while enhancing their ability to identify, implement, and discuss instructional planning practices and strategies for students with exceptionalities. The planned changes are intended to support ongoing growth and maintain continuous improvement efforts.

SLO 2: Additional emphasis will be placed on developmentally appropriate instructional planning and individualized supports for students with developmental delays. Candidates will engage in structured revision and reflection activities to better apply instructor feedback and strengthen their instructional decision-making. Faculty will enhance instruction through expanded modeling, guided practice, and discussion of evidence-based early intervention strategies. Additional applied learning opportunities, including virtual field experiences, case-based activities, and collaborative discussions, will support the development of intervention skills aligned with current CEC standards. These changes are intended to strengthen candidates' ability to design and implement effective interventions, including IEP development, FBAs, and BIPs, thereby continuing to push the cycle of improvement forward.

SLO 3 Candidates will have increased opportunities to develop evidence-based intervention and behavioral support strategies through virtual field experiences, applied coursework, case-based learning, and structured class discussions. Faculty will place greater emphasis on aligning behavioral assessment data with evidence-based intervention design in accordance with current CEC standards and best practices in special education. Interactive modules addressing peer/peer, teacher/student, and administration/teacher conflict resolution will be integrated to strengthen communication, collaboration, and problem-solving skills. Coursework will also include targeted instruction in intervention planning, data-based decision making, Functional Behavioral Assessments (FBA), Behavior Intervention Plans (BIP), and IEP development. Collectively, these enhancements are intended to strengthen candidates' applied skills in designing and implementing behavioral and instructional supports while continuing to advance the cycle of improvement.

SLO 4: Based on analysis of the AC 2025–2026 results, faculty will implement instructional enhancements in AC 2026–2027 to support continuous program

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improvement. Greater emphasis will be placed on educational resource exploration and both political and student advocacy through discussion forums, coursework, and project-based learning activities. Students will examine current policies, legislation, and community initiatives affecting services and opportunities for individuals with exceptionalities. Assignments will include the development of innovative proposals and advocacy plans that address educational, social, and systemic issues. These changes are intended to strengthen students' understanding of their roles as educators and advocates while promoting continued growth and improvement within the program.

SLO 5: Although candidate performance remained strong, faculty identified the need to further enhance individualized instructional support and data-informed teaching practices to meet evolving student needs. Course delivery will continue to be refined through personalized learning pathways, improved feedback opportunities, and the expanded use of learning management system data analytics. These enhancements are designed to better identify areas of candidate growth, monitor progress, and increase individualized learning opportunities. Greater emphasis will be placed on strengthening candidates' application of early intervention assessment practices, including developmental appropriateness, family involvement, data analysis, and the development of aligned goals and objectives. Practical examples, case studies, and hands-on assessment experiences will continue to be integrated into SPED 5380 to strengthen curriculum-based assessment and problem-solving skills. Structured feedback, collaborative discussions, and reflective activities will support continuous improvement and diverse learning needs. Overall, these instructional refinements are intended to enhance assessment literacy, improve data-based decision-making, and continue pushing the cycle of improvement forward.