A. ACTIONS TAKEN TO IMPROVE STUDENT LEARNING
What actions did you take in 2012-2013, based on previous assessment findings, to improve student learning in your program? (Refer back to plans indicated in “Response to Assessment Findings” in 2011-2012 Assessment Report.)

- Solidified program advisor to ensure consistency.
- Program advising normalized to include specific course sequences to identify program checkpoints.
- Program marketed to Early Childhood Education programs.

B. STUDENT LEARNING OUTCOMES ASSESSED AND EXAMINED
Which Program Level Student Learning Outcomes did you assess and examine during 2012-2013? List the Program Level Student Learning Outcomes using the format of “Graduates will be able to _______________________."

The Early Childhood Intervention Specialist program is aligned to and continually assesses the teacher candidate competencies outlined in the Council for Exceptional Children Standards and the National Association for the Education of Young Children Standards Blended Standards for Early Childhood Intervention Specialist Teachers.

Graduates of the E.C.I.S. program demonstrate mastery in:

Council for Exceptional Children Standards

- Principles and theories, laws and policies, historical points of view, human issues, understanding of how these things influence professional practice, issues of human diversity, and relationships of organizations of special education.
- Demonstrate respect for students, understand the similarities and differences in human development, understand how exceptional conditions can interact with the domains of human development and use this knowledge to respond to the varying abilities and behaviors of individuals with exceptional learning needs.
- Understand the effects that an exceptional condition can have on an individual’s learning in school and throughout life, are active and resourceful in seeking to understand how primary language, culture, and familial backgrounds interact with the individual’s exceptional condition, and the understanding of these learning differences and their possible interactions provides the foundation upon which special educators individualize instruction.
- Possess a repertoire of instructional strategies to individualize instruction, promote positive learning results in general and special curricula, modify learning environments, enhance the learning of critical thinking, problem-solving, and performance skills, and emphasize the development, maintenance, and generalization of knowledge and skills across environments, settings, and the life span.
- Create learning environments for individuals with exceptional learning needs that foster safety and active engagement, foster environments in which diversity is valued, shape environments to encourage independence, help their general education colleagues integrate individuals with exceptional learning needs, use direct motivational and instructional interventions, safely intervene with individuals with exceptional learning needs in crisis, and provide guidance and direction to paraeducators and others.
- Understand typical and atypical language development, enhance language development and teach communication skills, are familiar with augmentative, alternative, and assistive technologies, provide effective language models, and facilitate understanding of subject matter for individuals with exceptional learning needs whose primary language is not English.
- Develop long-range individualized instructional plans, translate them into shorter-range goals and objectives, emphasize explicit modeling and efficient guided practice, modify instructional plans based on ongoing analysis of
the individual's learning progress, facilitate this instructional planning in a collaborative context, develop a variety of individualized transition plans, and are comfortable using appropriate technologies.

- Use multiple types of assessment information, understand the legal policies and ethical principles of measurement and assessment, understand measurement theory and practices, understand the appropriate use and limitations of various types of assessments, assure nonbiased, meaningful assessments and decision-making, conduct formal and informal assessments, identify supports and adaptations, regularly monitor students progress, and use appropriate technologies.

- Pay ongoing attention to legal matters and ethical considerations, engage in professional activities, view themselves as lifelong learners, are sensitive to the many aspects of diversity, and keep current with evidence-based best practices.

- Are collaborate with families, other educators, related service providers, and personnel from community agencies in culturally responsive ways, are a resource to their colleagues, and facilitate the successful transitions of individuals with exceptional learning needs across settings and services.

National Association for the Education of Young Children

- Knowing and understanding young children’s characteristics and needs, from birth through age 8, the multiple influences on early development and learning, and using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children.

- Knowing about and understanding diverse family and community characteristics, supporting and engaging families and communities through respectful, reciprocal relationships, and demonstrating cultural competence and effective collaboration to involve families and communities in their children’s development and learning.

- Understanding the goals, benefits, and uses of assessment- including its use in development of appropriate goals, curriculum, and teaching strategies for young children, knowing about and using observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection, understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities, and demonstrating ability to collaborate effectively to build assessment partnerships with families with professional colleagues to build effective learning environments.

- Understanding positive relationships and supportive interactions as the foundation of their work with young children, knowing and understanding effective strategies and tools for early education, including appropriate uses of technology, using a broad repertoire of developmentally appropriate teaching/learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity, and reflecting on own practice to promote positive outcomes for each child.

- Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies, knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines, and using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.

- Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession, in-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role, using professional resources, inquiry skills, and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role, integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research, engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies, and demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.

- Opportunities to observe and practice in at least two of the three early childhood age groups (birth – age 3, 3-5, 5-8) and to observe and practice in at least two of the three main types of early education settings (early school grades, child care centers and homes, Head Start programs)
Which students were included in the assessment? (For example, all seniors completing Course X in Spring 2013, all graduating seniors, etc.)

- Students enrolled in the Early Childhood Intervention Specialist program for 2012-2013.

D. ASSESSMENT MEASURES

- What key assessments/assignments/student work did you examine to directly assess the Program Level Student Learning Outcomes listed above?
- What, if any, indirect assessments (e.g. exit survey, alumni survey, focus groups, etc.) did you use to indirectly assess the Program Level Student Learning Outcomes listed above?

The following key assessments were used to assess Early Childhood Intervention Specialist student learning outcomes.

1. Praxis II Scores
2. Content Exam
3. Differentiated Teaching Unit
4. Student Teaching Evaluation
5. Clinical Practice Case Study
6. IEP Case Study
7. Language Module
8. Family Shadowing Case Study

E. SIGNIFICANT FINDINGS

What did you find from your assessments? What did your data reveal about how well students are achieving the Program Level Student Learning Outcomes that you listed above?

Strengths
- Praxis II Content area test scores were significantly above state and national averages.
- Students demonstrated mastery in identifying environments needs and goals for early childhood students (EC 4, 5, 7).
- Students demonstrated mastery in individualizing instruction and reflecting on student growth.

Challenges
- Improvement needed in Praxis II Principles of Learning and Teaching performance.
- Improvement needed in connecting Ohio’s Early Learning and Academic Content Standards with developmental domains and Stages of Learning.

F. DISCUSSION OF RESULTS

How were results shared? With whom were they discussed?

- Results and findings were shared in program and department meetings. Strengths and areas for improvement were discussed with other program directors.

G. ACTIONS PLANNED TO IMPROVE STUDENT LEARNING

Based on what you learned from your assessment of the Program Level Student Learning Outcomes, what actions do the faculty in your program plan to take to improve student learning in your program/area? Describe the steps faculty have taken/will take to use information from the assessments for improvement of student performance and the program. List additional faculty meetings or discussions and planned or actual changes to curriculum, teaching methods, approaches, or services that are in response to the assessment findings.

- Provide additional interaction with practicing master teachers through guest speaking and panel presentations.
- Securing expert instructors for initial licensure content area courses.

H. SUPPORTING DOCUMENTS (recommended)
Please attach minutes of program faculty meeting where discussion of results and action planning occurred and any other relevant documents.