Program Level Assessment Report for 2012-2013

PROGRAM NAME, DEGREE NAME
(e.g. Organizational Leadership, B.S.): __I.S. Mild to Moderate, M.Ed.__

COLLEGE in which PROGRAM is housed: __CEHS__

REPORT PREPARED by: __Jason Fruth, Gail Scott__

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.)

- Embedded specific IEP instruction in additional program courses.
- Revised key assessment rubrics to ensure adherence to new CEC standards.
- Provided additional opportunities in program courses for students to interact with educational technology.
- Hired expert field supervisors to guide the field experiences of I.S. students.

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 Intervention Specialist Mild to Moderate program is aligned to and continually assesses the teacher candidate competencies outlined in the Council for Exceptional Children Initial Preparation Standards for Special Educators.

Graduates of the I.S. Mild to Moderate program demonstrate mastery in:

- 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.

C. METHODS FOR COLLECTING DATA
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 I.S. Mild to Moderate 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 I.S. Mild to Moderate 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. Transition Assessment and Planning 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
- Students’ average Praxis II PLT scores ranked higher than State and National averages.
- Demonstrated mastery in understanding laws, policies, and ethical practice (CEC 8).
- Demonstrated mastery in collecting data from multiple measures for developing rationales for transition plans and present levels of performance (CEC 8).

Opportunities for improvement
- Improvement needed in writing long range planning and objectives (CEC 7).
- Increase in students achieving the highest level of content mastery needed.

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.

- Additional instruction and practice in goal and objective writing embedded into additional program courses.
- Individualized feedback through one-on-one appointment between instructor and all students as a course requirement.
- Summative knowledge necessary for Content Exam divided into weekly learning segments for focused instruction.
- Develop short cycle assessments to determine content knowledge deficits.

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