Program Assessment Report (PAR)

Intervention Specialist (INTV) Baccalaureate Degree

REPORT PREPARED by: Saxen, Colleen

ACADEMIC YEAR COVERED BY THIS REPORT: 2020-2021

I. PROGRAM LEARNING OUTCOMES

Program Learning Outcomes align with the Council for Exceptional Children standards (CEC, 2012), the Ohio Standards for the Teaching Profession (OSTP), the International Society for Technology in Education standards (ISTE), and the Ohio Preparation Requirements. Council for Exceptional Children Standards Standard 1 Learner Development and Individual Learning Differences - Beginning special education professionals understand how exceptionalities may interact with development and learning and use this knowledge to provide meaningful and challenging learning experiences for individuals with exceptionalities. Standard 2 Learning Environments - Beginning special education professionals create safe, inclusive, culturally responsive learning environments so that individuals with exceptionalities become active and effective learners and develop emotional well-being, positive social interactions, and self-determination. Standard 3 Curricular Content Knowledge - Beginning special education professionals use knowledge of general and specialized curricula to individualize learning for individuals with exceptionalities. Standard 4 Assessment - Beginning special education professionals use multiple methods of assessment and data sources in making educational decisions. Standard 5 Instructional Planning and Strategies - Beginning special education professionals select, adapt, and use a repertoire of evidence-based instructional strategies to advance learning of individuals with exceptionalities. Standard 6 Professional Learning and Ethical Practice - Beginning special education professionals use foundational knowledge of the field and their professional ethical principles and practice standards to inform special education practice, to engage in lifelong learning, and to advance the profession. Standard 7 Collaboration - Beginning special education professionals collaborate with families, other educators, related service providers, individuals with exceptionalities, and personnel from community agencies in culturally responsive ways to address the needs of individuals with exceptionalities across a range of learning experiences.

II. PROCEDURES USED FOR ASSESSMENT

A. Direct Assessment

Key Assessment #1 EDS 4610 IS Methods – Unit Plan Key Assessment #2 EDS 4650 Transitions – Transitions Assessment Key Assessment #3 Ohio Assessment for Educators Special Education K-12 Mild/Moderate 04 Key Assessment #4 EDS 4730 Student Teaching for IS – Field Experience Forms Key Assessment #5 EDS 4990 Seminar for IS – edTPA Key Assessment #6 Ohio Assessment for Educators 090

B. Scoring of Student Work

Key Assessment #1 EDS 4610 IS Methods – Unit Plan - Rubric scored by course instructor Key Assessment #2 EDS 4650 Transitions – Transitions Assessment Key Assessment #3 Ohio Assessment for Educators Special Education K-12 Mild/Moderate 04 - Prior to student teaching - Scored externally by Pearson Key Assessment #4 EDS 4730 Student Teaching for IS – Field Experience Forms - Rubric scored by University Supervisor and Cooperating Teacher Key Assessment #5 EDS 4990 Seminar for IS – edTPA - Rubric scored externally by Pearson Key Assessment #6 Ohio Assessment for Educators Foundations of Reading 090 - Prior to student teaching - Scored externally by Pearson Key Assesment # 7- IS-MM CEC Standards,Key#4

C. Indirect Assessment

Exit surveys, completer surveys, employer surveys- we survey all graduating students on how well they feel they mastered the learning out come in the program. In addition, we survey employers about the performance if our graduates and host an annual stakeholder meeting with alumni, cooperating teachers, students, faculty, and supervisors to get feedback on the performance of the program.

III. ASSESSMENT RESULTS/INFORMATION:

Key Assessment #1 EDS 4610 IS Methods – Unit Plan Key Assessment #2 EDS 4650 Transitions – Transitions Assessment Key Assessment #3 Ohio Assessment for Educators Special Education K-12 Mild/Moderate 04 Key Assessment #4 EDS 4730 Student Teaching for IS – Field Experience Forms Key Assessment #5 EDS 4990 Seminar for IS – edTPA CEC Standards, Key #4 Survey

Key Assessment #1 - All candidates passed Key Assessment #2 - All candidates passed this assessment. In general, the candidates met the expectations related to the learning outcomes and some exceeded expectations. 3 candidates did not meet expectations on criterion 6. Key Assessment #3 - 73.1% pass rate. WSU was

equal to the state average in 1 of the tested domains. WSU was less than the state average in 3 of the tested domains. Key Assessment #4 - Data from CPAST. - In general, the candidates met or exceeded expectations on all criteria. One candidate was "emerging" on Criterion F Critical Thinking. Key Assessment #5 - The candidates passed the edTPA. One candidate scored below state average in Task 1.2, Task 1.3, and Task 3.12 and above state average on Task 1.5, Task 3.11 and Task 3.15. Key Assessment #6- OAE 090- all candidates passed the OAE 090 Key Assesment #7 CEC Standards, Key #4 - Candidates met the standards of each of the criterion.

IV. ACTIONS TO IMPROVE STUDENT LEARNING

This report is shared with the faculty (full-time and adjunct) who teach in the Intervention Specialist program. Additionally, the report is posted in the Intervention Specialist Pilot page. The IS program faculty and other college personnel meet monthly to discuss data and to make program decisions. Based on 2020-21 data, the program continued monitoring and supporting all students. Additionally, a greater focus on writing Individualized Educational Plans (IEPs) was incorporated into coursework. The program faculty also re-examined the required coursework and made modifications to the Program of Study based on that. 2.3.21 Meeting Minutes are attached - The IS committee reviewed the annual data for CAEP requirements.

V. SUPPORTING DOCUMENTS
Additional documentation, when provided, is stored in the internal Academic Program Assessment of Student Learning SharePoint site.