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| **Assurance of Student Learning Report**  **2022-2023** | |
| College of Education and Behavioral Sciences | School of Teacher Education |
| IECE MAE - #0461 | |
| Sue Keesey, Director | |

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| ***Is this an online program***?  Yes  No | Please make sure the Program Learning Outcomes listed match those in CourseLeaf . Indicate verification here  Yes, they match! (If they don’t match, explain on this page under **Assessment Cycle)** |

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| ***Use this page to list learning outcomes, measurements, and summarize results for your program. Detailed information must be completed in the subsequent pages.*** | | | |
| **Student Learning Outcome 1:**  As a capstone view of completion, students completing the MAT and M.A.E in IECE at WKU will demonstrate mastery of the 10 IECE teacher standards through a professional portfolio. | | | |
| **Instrument 1** | Portfolio scoring via rubric to address the 10 IECE teacher standards through professional practices. | | |
| **Instrument 2** | Portfolio scoring via rubric to address the 10 IECE teacher standards through content knowledge | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 1.** | | **Met** | **Not Met** |
| **Student Learning Outcome 2:** Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification and young children with delays and disabilities. | | | |
| **Instrument 1** | Pre/Perinatal Risk Factors and Child Development Assessment | | |
| **Instrument 2** | Child Assessment & Recommendation Plan | | |
| **Instrument 3** | Special Education Professiona/Parent Interview | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 2.** | | **Met** | **Not Met** |
| **Student Learning Outcome 3:** Student will design, implement and reflect on quality standards-based instruction. | | | |
| **Instrument 1** | Family Plan Design and Implementation | | |
| **Instrument 2** | Classsroom Scenario Reflection Assessment | | |
| **Instrument 3** |  | | |
| **Based on your results, check whether the program met the goal Student Learning Outcome 3.** | | **Met** | **Not Met** |
| **Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)** | | | |
| IECE MAT has undergone program change and faculty change.  With this in mind, the plan above is going to be the data collection for 2023-2024.  As the data collection is changing, we are limited in the data for what we can share based on 2022-2023. | | | |

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| **Student Learning Outcome 1** | | | | | | | |
| **Student Learning Outcome** | As a capstone view of completion, students completing the MAT and M.A.E in IECE at WKU will demonstrate mastery of the 10 IECE teacher standards through a professional portfolio. | | | | | | |
| **Measurement Instrument 1** | IECE faculty members will review and score the 10 IECE teacher standards through examining professional practices within the portfolio using the scoring rubric for the project. 95% of the candidates will be successful. | | | | | | |
| **Criteria for Student Success** | Students excel in this capstone because they are able to reflect and discuss the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are  Satisfactory, incomplete and fail. | | | | | | |
| **Program Success Target for this Measurement** | | | 95% of students will score. An average of 2.5 out of 3 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0 | | **Percent of Program Achieving Target** | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | For the 2023-2024 school year:  The portfolio is combination of the courses IECE 423G, 522, 525. All of our program participants will be required to complete these courses. | | | | | | |
| **Measurement Instrument 2** | IECE faculty members will review and score the 10 IECE teacher standards through examining content knowledge within the portfolio using the scoring rubric for the project. 95% of the candidates will be successful. | | | | | | |
| **Criteria for Student Success** | Students excel in this capstone because they are able to reflect and discuss the 10 IECE standards through the examination of recommended practice. The criteria included to support the developing identification of needs are  Satisfactory, incomplete and fail. | | | | | | |
| **Program Success Target for this Measurement** | | 95% of students will score. An average of 2.5 out of 3 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0 | | **Percent of Program Achieving Target** | | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | For the 2023-2024 school year:  The portfolio is combination of the courses IECE 423G, 522, 525. All of our program participants will be required to  complete these courses. | | | | | | |
| **Measurement Instrument 3** |  | | | | | | |
| **Criteria for Student Success** |  | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | |  | |
| **Methods** |  | | | | | | |
| **Based on your results, highlight whether the program met the goal Student Learning Outcome 1.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| The action plan is to collect data based on the revised set of courses. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| To close the loop, we are adding our assessments to Anthology for data collection and ease of analysis. The curriculum map has been revised and rubrics added for the plan moving forward and incorporating the changes to the IECE MAE program. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The assessment cycle will be to look at students exiting the program upon completion and applying te capstone lens to assess the students on the IECE standards. | | | | | | | |

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| **Student Learning Outcome 2** | | | | | | | |
| **Student Learning Outcome** | Students will develop a thorough understanding of the assessment process and related laws and regulations that inform the identification of young children with delays and disabilities. | | | | | | |
| **Measurement Instrument 1** | Pre/Perinatal Risk Factors and Child Development Assessment | | | | | | |
| **Criteria for Student Success** | Average score of 3 out of 4 on the rubric. (4 indicators)  The overall success rate for all students on the Assessment will be no less than 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. | | | | | | |
| **Program Success Target for this Measurement** | | | 80% of or more students will score an average of 3 out of 4 on each of the rubric indicators. | | **Percent of Program Achieving Target** | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | The Pre/Perinatal Risk Facotre and Child Development Assessment is part of the IECE 525 course taught in Fall and Summer. | | | | | | |
| **Measurement Instrument 2** | Child Assessment & Recommendation Plan | | | | | | |
| **Criteria for Student Success** | Average score of the three different sections will be:  Child Demographics and Background  Skills Development  Targeted Skills and Why  The overall success rate for all students on each indicator will be no less than 80% of the section’s points on each of three rubric categories, and no average score across all students in any indicator is less than 80% of the total of that indicator section’s available points. | | | | | | |
| **Program Success Target for this Measurement** | | 80% of all students will achieve 80% or more of the section’s points on each of three rubric categories, and no average score across all students in any indicator is less than 80% of the total of that indicator section’s available points. | | **Percent of Program Achieving Target** | | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | **The Child Assessment Report is an assessment in IECE 423G which is taught Fall and Summer.** | | | | | | |
| **Measurement Instrument 3** | Special Education Professiona/Parent Interview | | | | | | |
| **Criteria for Student Success** | Average score of 2 out of 3 on the rubric. (5 indicators)  The overall success rate for all students on the Assessment will be no less than 80% scoring a 2 of 3 points on each of rubric indicators categories, and no average score across all students in any indicator is less than 2.0. | | | | | | |
| **Program Success Target for this Measurement** | |  | | **Percent of Program Achieving Target** | | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | **The Child Assessment Report is and assessment in IECE 423G which is taught in Fall and Summer.** | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 2.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| The action plan is to collect data based on the revised set of courses. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| To close the loop, we are adding our assessments to Anthology for data collection and ease of analysis. The curriculum map has been revised and rubrics added for the plan moving forward and incorporating the changes to the IECE MAE program. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The assessment cycle will be to look at students after taking the IECE 423G and IECE 525 courses. These will occur Fall and Summer. | | | | | | | |

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| **Student Learning Outcome 3** | | | | | | | |
| **Student Learning Outcome** | Student will design, implement and reflect on quality standards-based instruction, formative and summative assessments | | | | | | |
| **Measurement Instrument 1** | Family Plan Design and Implementation | | | | | | |
| **Criteria for Student Success** | Students develop a Family Plan Design and Implementation. The criteria included to support the developing identification of needs are standard exceeded, standard met, standard partially met and standard not met. | | | | | | |
| **Program Success Target for this Measurement** | | | 85% of students will score an average of 3 out of 4 on the rubric and on no individual rubric dimension will the average score across all students be less than 2.0 | | **Percent of Program Achieving Target** | MET:  97% of graduate students scored 3 or higher on the IECE 523 standards-based unit and on no dimension will the candidates average score be less than 3. | |
| **Methods** | The Family Plan Design and Implementation assessment is part of the IECE 522 course that is taught in the Spring. | | | | | | |
| **Measurement Instrument 2** | Classsroom Scenario Reflection Assessment | | | | | | |
| **Criteria for Student Success** | Average score of 3 out of 4 on the rubric. (3 indicators)  The overall success rate for all students on the Assessment will be no less than 80% scoring a 3 of 4 points on each of four rubric categories, and no average score across all students in any indicator is less than 3.0. | | | | | | |
| **Program Success Target for this Measurement** | | 80% of or more students will score an average of 3 out of 4 on each of the rubric indicators. | | **Percent of Program Achieving Target** | | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** | **The Classroom Scenario Reflection Assessment is part of the IECE 423G course that is taught Fall and Summer.** | | | | | | |
| **Measurement Instrument 3** | Classroom Scenario Reflection Assessment | | | | | | |
| **Criteria for Student Success** | Average of 3 out of 4 score 80% across 4 reflection questions for individualized communication system options, benefits, recommendations, and programming including supporting evidence from the literature. | | | | | | |
| **Program Success Target for this Measurement** | | 80% of or more students will score an average of 3 out of 4 on each of the rubric indicators. | | **Percent of Program Achieving Target** | | NOT MET:  (data to be collected 2023-2024) | |
| **Methods** |  | | | | | | |
| **Based on your results, circle or highlight whether the program met the goal Student Learning Outcome 3.** | | | | | | **Met** | **Not Met** |
| **Actions** (Describe the decision-making process and actions for program improvement. The actions should include a timeline.) | | | | | | | |
| The action plan is to collect data based on the revised set of courses. | | | | | | | |
| **Follow-Up** (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.) | | | | | | | |
| To close the loop, we are adding our assessments to Anthology for data collection and ease of analysis. The curriculum map has been revised and rubrics added for the plan moving forward and incorporating the changes to the IECE MAE program. | | | | | | | |
| **Next Assessment Cycle Plan** (Please describe your assessment plan timetable for this outcome) | | | | | | | |
| The assessment cycle will be to look at students after taking the IECE 423G and IECE 522 courses. The IECE 423G occur Fall and summer while the IECE 522 will occur in Spring. | | | | | | | |

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| **IECE** | **RA1.1 - Generic Skills and Abilities** | | | | | | **RA1.2 - Provider Responsibilities** | **RA 2.2 - Clinical Experiences** | **RA3.4 - Competency at Completion** |  |
| **Evidence (course)** | Data Literacy | Research Methods | Data Analysis | Collaborative Activities | Technology Applications | Professional Dispositions | Discipline Specific Standards | Clinical Experiences | Competency (proficiency) at Completion |  |
| **IECE MAE:** |  |  |  |  |  |  |  |  |  |  |
| [IECE 520 (Beth-F)](https://catalog.wku.edu/search/?P=IECE%20520) |  |  |  |  |  |  |  |  |  |  |
| [IECE 423G (Trudy-F)](https://catalog.wku.edu/search/?P=IECE%20423G) | [Sped Professional/Parent Interview](https://docs.google.com/document/d/1-AOwWCYI4qLFBQEg5pjWNJd0CoxHMM35oZl8QK6crWM/edit?usp=sharing); [Child Assessment & Recommendation Plan](https://docs.google.com/document/d/1Onw8aJRRI2TmZmKzPQzu7T_O6TSOnwca8q38RAHCnPo/edit?usp=sharing) | Child Assessment & Recommendation Plan; [Classroom Scenario](https://docs.google.com/document/d/1RsHCaMq2RG7icICeZRadmV4CuJoOcL68/edit?usp=sharing&ouid=111912400030805816165&rtpof=true&sd=true) | Child Assessment & Recommendation Plan | Sped Professional/Parent Interview; Child Assessment & Recommendation Plan | Sped Professional/Parent Interview; Child Assessment & Recommendation Plan | Sped Professional/Parent Interview; Child Assessment & Recommendation Plan | Sped Professional/Parent Interview; Child Assessment & Recommendation Plan | Sped Professional/Parent Interview; Child Assessment & Recommendation Plan | Child Assessment & Recommendation Plan |  |
| [IECE 522 (Beth-S)](https://catalog.wku.edu/search/?P=IECE%20522) | Family Plan | Family Plan | Family Plan | Family Plan | Family Plan | Family Plan | Family Plan | Family Plan | Family Plan | CAPSTONE RUBRIC\*\* |
| [IECE 525 (Trudy-F)](https://catalog.wku.edu/search/?P=IECE%20525) | Child Screening Summary | [Pre/Perinatal Development Risk Summary](https://docs.google.com/document/d/1CUMCKKUuwAsnGAQ29hqSrpLewaDb1WsNX2gNU_2VcAE/edit?usp=sharing) | Child Screening Summary | Child Screening Summary | Child Screening Summary | Child Screening Summary | Child Screening Summary | Child Screening Summary | Child Screening Summary |  |
| [EDFN 500](https://catalog.wku.edu/search/?P=EDFN%20500) |  | \*\*\* |  |  |  |  |  |  |  |  |
| AND Choice of 15 hours: |  |  |  |  |  |  |  |  |  |  |
| ABM certificate |  |  |  |  |  |  |  |  |  |  |
| OR |  |  |  |  |  |  |  |  |  |  |
| TESOL certificate |  |  |  |  |  |  |  |  |  |  |

**SPED 423G Professional/Parent Interview Rubric:**

**Grading Rubric**

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|  | **Developing** | **Proficient** | **Exemplary** |
| **Completeness** | One or more heading is missing  (1-23 points) | Summary includes all responses from questions  (24-29 points) | Summary includes additional anecdotal information that supports question responses (e.g., stories, examples)  (30 points) |
| **Clarity** | Summary is unclear or disorganized  (1-23 points) | Summary is clear and organized.  (24-29 points) | Summary is very clear and utilizes additional organization features that help to clarify a point (e.g., subheadings, text features)  (30 points) |
| **Supported Responses** | Summary does not include direct quotes  (1-23 points) | Summary includes direct quotes  (24-29 points) | Summary effectively uses direct quotes and ties in relevant anecdotal information from the interview and/or makes connections to information from class (30 points) |
| **Grammar, Spelling, Punctuation** | Significant grammar, convention errors  (1-3 points) | Minimal grammar, convention errors  (4 points) | No grammar, convention errors  (5 points) |
| **Person-First Language** | Disability first language is used  (1-3 points) | Person-First language is used  (4 points) | Person-first language is used with an emphasis on respectful descriptions  (5 points) |

**SPED 423G Child Assessment & Recommendation Plan Rubric:**

**Child Assessment Report Grading Rubric**

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| **Child Demographics and Background (12 points)** | |
| **Relevant Facts**:  Name (first name only), age, sex, etc. | **/3** |
| **Family Information** (i.e., family members) | **/3** |
| **Child History:** | **/3** |
| **How does the child spend his time**? (i.e., school, home, community) | **/3** |
| **Total Demographics** | **/12** |
| **Skills Development (62 points)** | |
| **Communication:** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Gross Motor** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Fine Motor** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Personal-Social** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Social-Emotional (ASQ-SE2)** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Overall** | **10 points** |
| Strengths | **/5** |
| Weaknesses | **/5** |
| **Family Concerns** | **/2** |
| **Total Skills Development** | **/62** |
| **Targeted Skills & Why (70 points)** | |
| Skill 1 | **/5** |
| Skill 2 | **/5** |
| Skill 3 | **/5** |
| Skill 4 | **/5** |
| **Strategies for Targeted Skills** |  |
| **Skill 1** | **10** |
| 1. Strategy | **/5** |
| 1. Strategy | **/5** |
| **Skill 2** | **10** |
| 1. Strategy | **/5** |
| 1. Strategy | **/5** |
| **Skill 3** | **10** |
| 1. Strategy | **/5** |
| 1. Strategy | **/5** |
| **Skill 4** | **10** |
| 1. Strategy | **/5** |
| 1. Strategy | **/5** |
| **Supports, Adaptations, Modifications** | **10** |
| Support 1 | **/5** |
| Support 2 | **/5** |
| **Total Targeted Skills** | **/70** |
| **Writing (6 points)** | |
| **Clarity of Content & Mechanics (Grammar, Punctuation, Spelling)** | **2** |
| **2 External Peer Reviewed References** | **2** |
| **Formating (APA 7th ed.)** | **2** |
| **Total Writing** | **/6** |
| **Total Points** | **/150** |

**IECE 525 Pre/Perinatal Risk Factors Rubric:**

**Pre/Perinatal Risk Factors & Child Development Summary Rubric**

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|  | **Exceeds Expectations** | **Meets Expectations** | **Needs Improvement** | **Below Expectations** | **Points** |
| Writing: Ideas; interesting informative details  5 points | All details were unique, interesting, and related to and supported the risk factor/complication. Writing included content linked to  one or more of the  following: (a) current events, (b) news, (c) societal issues, (d) other relevant authentic examples happening in our  world, (e) personal or anecdotal experiences (e.g., friends, family, known acquaintances). | Writing had many interesting details which supported the main idea. Details sufficiently described the risk factor/complication, its  impact on child development, and summarized the referenced articles. | Writing had three or more details that described the  risk factor/complication and its impact on child development. | Writing had few details on the risk  factor/complication. Did not describe the impact on child development. | \_\_\_/5 |
| Research: Quantity; Primary Sources  3 points | Made extensive use of relevant and interesting information from at least two primary articles. Included information from other secondary sources (e.g., news, social media). | Included information from at least two primary articles. | Included factual information from one primary article. | Work did not have information from any primary articles. | \_\_\_/3 |
| Content; Overview; Topic & Length  1 point | Extensive details and relevant examples to describe the risk factor/complication and impact on child development. All information was accurate and delivered effectively. Terminology made the ideas in the description and summary clear. | Subject knowledge was evident. Included details and examples to describe the risk factor/complication and impact on child development. Used proper terminology and vocabulary. | Information related to the risk factor/complication, but needed more details and examples to fully support ideas. Work showed little student interpretation. Used the wrong terminology to describe the topic. | Information did not include details or examples from reliable sources. Information was not sufficient to make a successful argument. Used inappropriate terminology or vocabulary. | \_\_\_/1 |
| Writing: Overview; Ideas, voice, conventions, fluency, organization, word choice  1 point | Ideas presented in logical order. Unique and interesting details supported the main idea, and natural flow made writing easy to read. Used scholarly, topic-specific vocabulary and made no spelling,grammar, capitalization, or punctuation errors. Used personal style and feeling. Used APA 7th ed.formatting including a References section. 12 pt. Calibri or Times New Roman font was used. Paper was double-spaced. | Ideas presented in logical order. Unique and interesting details supported the main idea, and natural flow made writing easy to read. Used scholarly, topic-specific vocabulary and made no spelling, grammar, capitalization, or punctuation errors. Used personal style and feeling. Used APA 7th ed. Formatting including a References section. 12 pt. Calibri or Times New Roman font was used. Paper was double-spaced. | Some ideas presented in logical order. There were few details to support the main idea. Made 5 to 10 spelling, grammar, capitalization, or punctuation errors. Used APA 7th ed. formatting including a References section. 12 pt. Calibri or Times New Roman font was used. Paper was double-spaced | Ideas were not presented in logical order. Details did not support the main idea. Made more than 10 spelling, grammar, capitalization, or  punctuation errors. | \_\_\_/1 |
| **Total** | | | | | **\_\_\_/10** |

**SPED 423G Scenario Assessment to Identify, Evaluate, and Implement Individualized Instruction**

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| --- | --- | --- | --- | --- |
|  | 1 Insufficient | 2 Developing | 3 Proficient | 4 Exemplary |
| Identify: Question 1 | Response is missing significant information that indicates a lack of understanding of needs of students with low-incidence disabilities | Response is missing some nuance that indicates a lack of understanding of needs of students with low-incidence disabilities | Correct response, demonstrates adequate understanding of needs of students with low-incidence disabilities | Thorough response, demonstrates full understanding of needs of students with low-incidence disabilities |
| Evaluate: Question 2 | Unclear evaluation and articulation of student need | Unclear evaluation and/or articulation of student need | Fairly clear evaluation and/or articulation of student need | Clear evaluation and articulation of student need |
| Implement: Question 3 | No clear plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Unclear plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Somewhat feasible and effective plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program | Feasible and effective plan to incorporate evidence-based instruction (peers) into a student’s individualized learning program |