

Program of Study Learning Outcomes Assessment Report

Assessment Cycle	2020-2021
Program of Study	Intervention Specialist Education (ISE)
Department	Education
Date of Departmental Approval	9-30-2021
Name of Submitter	Jennifer Webb

Date of data distribution: __9-27-2021_____

PLO data from 2020-2021 (and existing data from the two previous academic years) for the program of study was distributed to departmental faculty on the date above

Date of meeting: __9-27-2021_____

The department met on the date above to discuss the data, identify key strengths and challenges, and to formulate action steps for responding to the challenges (i.e., for closing the loop over time).

The participants in the meeting were: Jeff Beine, Mark Jakowski, Jennifer Webb

Mission Statement: The mission of the Department of Education at Malone University is to in collaboration with the liberal arts faculty and PreK-12 educational partners, provide a biblically based education which prepares knowledgeable, reflective, collaborative educators committed to serving others in order that all individuals may learn and develop to their fullest potential and interact with each other and their environment with respect, compassion, and fairness.

Program Goals (these are broad goals rather than specific, measurable learning outcomes)

1. Prepare teacher candidates (students) to become highly qualified classroom teachers including meeting licensure requirements as well as developing an awareness of the importance of ongoing professional development.
2. Encourage teacher candidates (students) to think critically about who they are as individuals, their experiences, their cultural heritage, and broaden that knowledge and perspective to support the learning of all children regardless of race, culture, gender, socioeconomic status, creed, or ability.
3. Promote an understanding of how a biblical worldview can inform every area of life, including professional practice as a classroom teacher.

Key Strengths and Challenges in Program Learning Outcomes (PLOs)

Key Strength #1: IS PLO 1 Demonstrate their ability to use individualized strategies to enhance language development and teach communication skills to individuals with exceptional learning needs.

The teacher candidates majoring in Intervention Specialist Ed are doing well with this outcome as shown on their lesson plans, unit plans, and CCAST assessments.

Key Strength #2: EDUC PLO 4 Demonstrate competence in the process of planning developmentally appropriate practices.

Candidates are also demonstrating competence in the process of planning, also evidenced by their lesson plans, unit plans, and CCAST assessments.

Key Challenge: PLO 7 Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.

An area of challenge shown in our data over the last three years is assessment and data.

Proposed Action Steps

Beginning with fall 2020, two courses (EDUC 416 and 465) were combined in a new course, EDUC 418 for 3 credits. The new course would be able to have teacher candidates better prepared for completion of the CCAST, based on the previous years of data. Previously, EDUC 465 was taken during student teaching, and determined to be ineffective in preparation, while EDUC 416 was not enough of a focus on data-informed instruction. The new course was an attempt to solve issues in all of these areas.

Implications for Planning and Budgeting

In an effort to also help students in preparation for the CCAST evaluation and the edTPA, GoReact was implemented. GoReact is an online platform that students use to video record and upload their teaching. The online videos can then be evaluated by their student teaching supervisors and hopefully also by course instructors/faculty members. GoReact is about \$45/student account per 12-month period.

Enter your mapping information in the [Mapping PLOs to MU Educational Goals](#) Google sheet