Program Name: Education including Early Childhood Education, Middle Childhood Education, Intervention Specialist, and Physical Education

Assessed by – Jennifer Hollinger – Director, Educator Preparation Programs

Date/Cycle of Assessment:
Reporting cycle of Academic Year 2015 - 2016

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

1. Prepare 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 candidates (students) to think critically about who they are as individuals, their experiences, and 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.

MALONE UNIVERSITY Annual Assessment Report

Department:	**Education**
Program(s):	**Education – Early Childhood Education (ECE), Middle Childhood Education (MCE), Intervention Specialist (IS), Physical Education**
Assessed by:	*Mrs. Jennifer Hollinger*
Time Period Covered:	**Fall 2015 – Spring 2016**
Submission Date:	**October 15, 2016**

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
1. Demonstrate the ways in which a **Christian worldview** informs educational practice. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	Philosophy of Education paper first developed in EDUC 112 Foundations of Education and revisited in EDUC 460 Student Teaching Seminar. Candidates are asked to consider beliefs about their worldview and professional practice including: A. How will your faith influence what and how you teach? B. How can you ethically share your faith with your students? C. What difficulties do you anticipate as a teacher in a secular setting? Criterion = 85% of candidates will achieve target on the rubric.	Candidates in EDUC 112 met the goal of 85% of candidates scoring target on the rubric in all rubric areas. The lowest rubric area was Faith and Professional Practice during the fall 2015 semester with 3 students out of 21 scoring at the developing level. Candidates in EDUC 460 during the 2015-2016 academic year met the goal of 85% of candidates scoring target on the rubric in all rubric areas.	The results show that from the beginning of the program to the end candidates are deeply and successfully considering the impact of the Christian Worldview on their educational practice.
Program Intended Learning	Means of Program Assessment &	Summary of Data Collected	Use of Results

Outcomes (PILO)	Criteria for Success		
2. Apply sound **principles of teaching, learning, and advocacy.** Note: This PILO is common to all four major programs: ECE, MCE, IS, PE. **Rationale:** This PILO aligns with what the Department of Education wants its teacher-candidates to be known for (i.e., Meeting Individual Needs in a Diverse Society). **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	Ohio Assessment for Educators (OAE) Pedagogical Knowledge Assessments (Section I: Student Development & Learning & Section II: Assessment, Instruction, and the Learning Environment). There is a standardized OAE Assessment of Professional Knowledge test administered through Pearson for 001 Early Childhood, 002 Middle Childhood (grades 5-9), 003 Adolescent and Young Adult Licensure programs (grades 7-12), and 004 Multi-Age (PK-12) for those majoring in the Intervention Specialist program or multi-age programs. Criterion = Malone teacher candidates will score at or better than the Ohio established cut score of 220.	On The 001 Early Childhood OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=19) mean average score was 256.16 (36.12 points ABOVE cut score; 19/19 (100%) ECE candidates passed this assessment. On the 002 Middle Childhood OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=6) mean average score was 253.50 (33.5 points ABOVE the cut score). 6/6 (100%) MCE candidates passed this assessment On the 003 Adolescent & Young Adult (grades 7-12) OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=6) mean average score was 249.17 (29.17 points ABOVE the cut score). 6/6 (100%) AYA candidates passed this assessment. On the 004 Multi-Age (grades PK-12) OAE Pedagogical Knowledge test, the Malone teacher-candidates' (n=18) mean average score was 250.11 (30.11 points ABOVE the cut score). 18/18 (100%) MA candidates passed this assessment.	We currently have 100% passage arte across all areas on these tests. We are very pleased with these results and will continue the program as usual.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

3. **Master the content** for which I have educational responsibility. Note: This PILO is common to all four major programs: ECE, MCE, IS, PE. Rationale: The state licensure exam has changed to the OAE. How are we doing against its new content? **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this assessment report, results from the OAE Content Knowledge Assessments are reported for Early Childhood Education, Intervention Specialist, Middle Childhood Education, and Physical Education content concentration area tests. *Note: the Middle Childhood Education candidates take the Content Knowledge Assessment relative to their areas of concentration (i.e., English Language Arts, Science, Math, and/or Social Studies).* Criterion = Malone teacher candidates will score at or better than the Ohio established cut score for all assessments of 220. Finally, the result from one question from the Pre-Service Teacher Survey administered by the Ohio Department of Higher Education (ODHE) is reported, as it relates to teacher-candidates' perception of how well they were prepared to teach content knowledge. The score reported represents all licensure areas.	The **OAE scores for the target licensure areas are reported below:** On the 012 Early Childhood Education test, the Malone teacher-candidates (n=25) mean average scores was 258.32 (38.32 points ABOVE the cut score). 25/25 (100%) candidates passed this assessment. The Middle Childhood Education test scores by area of concentration are as follows: 028 Middle Grades English Language Arts (n=5) • Mean average of 242.20 (22.2 points ABOVE the cut score); • 4/5 (80%) candidates passed this assessment. 029 Middle Grades Science (n=2) • Mean average of 234.00 (14 points ABOVE the cut score); • 2/2 (100%) candidates passed this assessment. 030 Middle Grades Mathematics (n=1) • Mean average score of 240 (20 points ABOVE the cut score); • 1/ (100%) candidates passed this assessment. 031 Middle Grades Social Studies (n=4) • Mean average score of 229 (9 points ABOVE the cut score);	This data shows the growth in our program over the last year. The test score passing rates are strong and we are addressing the MCE pass rates by revising the program with collaboration with content departments.

		• 4/4 (100%) candidates passed this assessment. On the 034 Physical Education test, Malone teacher-candidates (n=2) scores a mean average of 235 (15 points ABOVE the cut score). 2/2 (100%) candidates passed this assessment. On the 043 Special Education (for the Intervention Specialist licensure) test, the Malone teacher-candidates (n=23) mean average score was 254.01 (34.04 points ABOVE the cut score). 22/23 (95.65%) candidates passed this assessment. On the Pre-Service Teacher Survey, administered electronically by OBR during the 2014-2015 student teaching semester by the Ohio Board of Regents, an item related to this PILO states: "My teacher licensure program prepared me with high levels of knowledge and the academic content I plan to teach." Using a 4 point Likert scale, the mean of Malone Candidates including all programs (n= 53, 90% response rate) was 3.51 compared to the Ohio state average of 3.36.	
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

4. Demonstrate competence in the process of planning developmentally appropriate practices. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, we will use two measures of measuring this PILO. The methods planning unit which all students complete the semester prior to their student teaching. This unit provides evidence of planning lessons and units. For this PILO, we will look at rubric criterion Learning Goal, Design for Instruction, and Development of Lesson Plan for MCE, AYA, and MA. Criterion = 85% of candidates will score at "Met the indicator" in each of the rubric criteria. For the ECE/IS Methods Unit we will look at the area of Lesson Plans and Extension/Reteach. Criterion = 85% of candidates will score at Proficient or above. The second measure is the EDUC 460 Clinical Evaluation results. This assessment shifted to a more widely used assessment to allow for external benchmarking with other Ohio institutions. On the updated rubric it shows students action related to planning in the field are reported for: Criterion = 85% of candidates will score at "Meets Expectations and Above"	The **Evaluation of Student Teaching:** *Elements:* A. Focus for Learning: Standards and Objectives /Targets * Fall (n=17) 100% average, Spring (n=35) 100% average. B. Materials and Resources * Fall (n=17) 100% average, Spring (n=35) 100% average. **Methods Unit:** *ECE/IS (n=23 fall only)* Sequential Lesson Plans: The candidate writes data-based lessons that are logical, motivational, and aligned to standards. *Average= 100% Reteach and Extension Lesson Plans: The candidate writes three sequential, literacy-based lesson plans intended to remediate or extend student learning. *Average= 100% (n=22) **Methods Unit:** Design for Instruction Rubric Area MCE LA (n=4) 50% of ratings met standard AYA LA (n=1) 56% of ratings met standard MCE Science (n=3) 60% of ratings met	1. The student teaching data demonstrates that candidates are able to perform well in this area. 2. The methods unit rubric and assignment will be reviewed during this academic year to make some changes as part of our selected improvement plan for our accreditation visit.

		standard MCE SS (n=2) 100% of ratings met standard AYA Math (n=2) 100% of ratings met standard MCE Math (n=3) 100% of ratings met standard	
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
5. Exhibit **effective techniques which promote learning for all students** regardless of race, culture, gender, creed, or ability. Note: This PILO is common to all four major programs: ECE, MCE, IS, PE. **Rationale:** This PILO aligns with what the Department of Education wants its teacher-candidates to be known for (i.e., Meeting Individual Needs in a Diverse Society). **Strategic Plan Alignment: Vibrancy- Advance Learning**	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: **D. Differentiated Methods** **E. Research in Lesson Planning & Implementation** **G. Higher-Level Thought Process** Criterion = 85% of candidates will "Meets Expectation" or Above"	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: D. Differentiated Methods Fall 2015 (n=17) 94 % of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation" E. Research in Lesson Planning & Implementation Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 97% of candidates scored at or above "Meets Expectation" G. Higher-Level Thought Process Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 94%	1. Continue our program as usual. Data indicates candidate success in this area.

Outcomes		of candidates scored at or above "Meets Expectation"	
6. Identify organizational and **behavioral management strategies** that create an educational environment conducive to effective learning and growth. Note: This PILO is common to all four major programs: ECE, MCE, IS, PE. Rationale: This PILO aligns with the reorganization/restructuring of the Department of Education Professional Program. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: **I. Safe and Respectful Learning Environment** <u>Criterion</u> = 85% of candidates will "Meets Expectation" or Above"	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: I. Safe and Respectful Learning Environment Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"	1. Continue our program as usual. Data indicates candidate success in this area.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
7. Evaluate and support student learning and growth by utilizing varied assessments to inform instruction and interventions.	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: **C. Assessment of P-12 Learning** **G. Checking for Understanding and Adjusting Instruction through Formative Assessment**	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: C. Assessment of P-12 Learning Fall 2015 (n=17) 94% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 97%	**Recommendation:** 1. Data indicates candidate success in this area. This is an area where we think candidates need more support and it will be addressed as part of our selected improvement

Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes	**J. Data-Guided Instruction** **K. Feedback to Learners** Criterion = 85% of candidates will "Meets Expectation" or Above	of candidates scored at or above "Meets Expectation" G. Checking for Understanding and Adjusting Instruction through Formative Assessment Fall 2015 (n=17) 96% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation" J. Data-Guided Instruction Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 94% of candidates scored at or above "Meets Expectation" K. Feedback to Learners Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"	plan for our accreditation visit.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
8. Display professionalism and ownership for professional growth. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, the **EDUC 460 Clinical Dispositions** results are reported for: **A. Participates in Professional Development** Criterion = 100% of candidates will	For this report, the **EDUC 460 Dispositions Evaluation** results are reported for: A. Participates in Professional Development Fall 2015 (n=17) 100% of candidates scored at or above "Meets	1. Continue our program as usual. Data indicates candidate success in this area.

	"Meets Expectation" or Above	Expectations"; Spring 2016 (n=35) 100% of candidates scored at or above "Meet Expectation"	
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
9. Use technology as a tool for instruction, communication, collaboration, and creativity. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, the EDUC 460 Clinical Evaluation results are reported for: **H. Digital Tools and Resources** Criterion = 85% of candidates will "Meets Expectation" or Above	For this report, the EDUC 460 Clinical Evaluation results are reported for: M. Connections to Research and Theory Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"	Continue our program as usual. Data indicates candidate success in this area. We are developing a minor for education students in the area technology since this skill is so vital and ever changing.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
10. Collaborate with family, teachers, community and other stakeholders in student learning and growth. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, the **EDUC 460 Dispositions Evaluation** results are reported for: **B. Demonstrates Effective Communication with Parents or Legal Guardians F. Collaboration** Criterion = 85% of candidates will "Meets Expectation" or Above	For this report, the **EDUC 460 Dispositions Evaluation** results are reported for: **B. Demonstrates Effective Communication with Parents or Legal Guardians** Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 94% of candidates scored at or above "Meets Expectation" **F. Collaboration** Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"	1. Continue our program as usual. Data indicates candidate success in this area.

Program Intended Learning Outcomes (PILO)	Means of Program Assessment & Criteria for Success	Summary of Data Collected	Use of Results
11. Initiate and sustain conversation in written and oral form. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	For this report, the EDUC 460 Clinical Evaluation results are reported for: **B. Demonstrates Effective Communication with Parents or Legal Guardians** Criterion = 85% of candidates will "Meets Expectation" or Above	For this report, the **EDUC 460 Clinical Evaluation** results are reported for: **B. Demonstrates Effective Communication with Parents or Legal Guardians** Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 94% of candidates scored at or above "Meets Expectation"	1. Continue our program as usual. Data indicates candidate success in this area.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
12. Exhibit **dispositions** for educators committed to serving together by: -Providing service. -Practicing fairness. -Promoting stewardship. -Believing all students can learn and grow. Note: This PILO is common to all four major programs: ECE, MCE, IS, PE. **Rationale:** This PILO aligns with what the Department of Education wants its teacher-candidates	Two sets of data were considered for this PILO. First, the **Dispositions Assessment** rubric which area assessed during students first education course and again during a midpoint class. The second sets of Dispositions are assessed as part of the Student Teaching Evaluation. It was determined that the target level of accomplishment should be as follows: • *Sensitivity* - For Exploratory Field Experience (EDUC 112) • *Inclination* - For Pre-Clinical Field Experience (EDUC 267) Criterion = 85% of the teacher candidates will reach the designated "target level of accomplishment" for each of the two data collection points.	The data were as follows: **Gateway #1 in EDUC 112** - not collected due to a shift in programs. This will be collected again in the 2016-17 school year. **Gateway #2 in EDUC 267 (n= 15)** Students were expected to reach the inclination level or above. The results were: Service: 88% of student reached the desired level. Fairness: 93% of student reached the desired level. Stewardship 88% of student reached the desired level. Belief: 93% of student reached the desired level.	1. Disposition tools will be aligned through the program for the 2017-18 academic year so we can better see growth over time.

| to be known for (i.e., Meeting Individual Needs in a Diverse Society).

Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes | Additionally as part of the Student Teaching Evaluation, the following areas were assessed.

A. Participates in Professional Development
B. Demonstrates Effective Communication with Parents or Legal Guardians
C. Demonstrates Punctuality
D. Meets Deadlines and Obligations
E. Preparation
F. Collaboration
G. Advocacy to Meet the Needs of Learners or for the Teaching Profession
H. Responds Positively to Feedback and Constructive Criticism

Criterion = 85% of candidates will "Meet Expectation" or Above | End of Program Student Teaching Evaluation:
A. Participates in Professional Development

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"

B. Demonstrates Effective Communication with Parents or Legal Guardians

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 94% of candidates scored at or above "Meets Expectation"

C. Demonstrates Punctuality

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 97% of candidates scored at or above "Meets Expectation"

D. Meets Deadlines and Obligations

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 91% of candidates scored at or above "Meets Expectation" | |

| | | **E. Preparation**

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 97% of candidates scored at or above "Meets Expectation"

F. Collaboration

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"

G. Advocacy to Meet the Needs of Learners or for the Teaching Profession

Fall 2015 (n=17) 94% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation"

H. Responds Positively to Feedback and Constructive Criticism

Fall 2015 (n=17) 100% of candidates scored at or above "Meets Expectation"; Spring 2016 (n=35) 100% of candidates scored at or above "Meets Expectation" | |
| **Program Intended Learning** | **Means of Program Assessment &** | **Summary of Data Collected** | **Use of Results** |

Outcomes (PILO)	Criteria for Success		
13. ECE candidates will demonstrate competence in planning developmentally appropriate lessons for young learners with diverse needs. Note: This PILO is unique to the Early Childhood Education Program. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	EDUC/SPED 445 Integrated Social Studies and Language Arts for Children – "Integrated Methods Unit Assignment" The established cut score for the Unit Assignment is for candidates to score Target. Criterion = 85% of the candidates enrolled in this course will earn a score of Target or better.	In the fall of 2015, candidates (n=23) score target or above in every rubric area. The three areas that could use a small improvement,although still met the expectation, were: Informal Assessment/ Assessment for Learning (27% at target, 73% exceeded target). Reteach and Extension (32% at target, 68% exceeded target). Sequential Lesson Plans (27% at target, 73% exceeded target).	These results will be used a further evidence to support the need of the departments Selected Improvement Plan for CAEP. The Selected Improvement plan sets out to improve candidates' abilities to use informal and formal assessment to drive instruction students. As we create structures broadly in our program to better scaffold candidates with this skill. We will closely monitor this assessment to ensure that positive impact is observed in the results. No changes were made in this course or assessment at this time due to the changes made throughout the program that will likely have a positive effect on this PILO and assessment.
14. ECE candidates will demonstrate the ability to build family and community relationships. Note: This PILO is unique to the Early Childhood Education Program. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	EDUC 327 Case Study begin with the 2016-17 report.	**Not discussed;**	The report for the next academic year will reflect assessment data related to this PILO that comes from the EDUC 327 case study. This course was offered for the first time in the spring of 2016 but the assessment will be given for the first time in the fall of 2016.

15. MCE candidates will demonstrate their knowledge of the unique developmental characteristics of middle level students concerning their physical, emotional, social, and cognitive nature and needs. Note: This PILO is unique to the MCE Program. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	EDUC 325 Nature and Needs of Adolescents " Portfolio of Adolescent Development" <u>Criterion</u> = 85% of the candidates completing this assessment will score at the target level.	No data available for 2015-16.	This assessment will be reviewed when the MCE program is revised in fall 2016.
Program Intended Learning Outcomes (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**

16. MCE candidates will demonstrate their knowledge of the philosophical foundations and programmatic structures of developmentally responsive middle level schools. Note: This PILO is unique to the <u>Middle Childhood Education Program</u>. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	EDUC 385 Education and Issues in the Middle Grades - Case Study of Middle Level Program The established cut score for this assessment is for students to reach have the score of meets expectations. <u>Criterion</u> = 85% of the candidates completing this assessment will score at the meetings expectations level or higher.	On the assessment for 2015-2016 (n=4), all students scored exceeds expectations in all rubric areas.	This data supports the idea that our students are very knowledgeable in the nature and needs of middle level leaners. This data will be used to support change to the middle childhood program during our revision during the fall of 2016. Since our candidates display such strength, we will likely considered eliminating MCE pedagogy courses in favor of creating more room in the program for content and timely completion. No changes have been made to the assessment or coursework at this time.
17. Intervention Specialist candidates will use individualized strategies to enhance language development and teach communication skills to individuals with Exceptional Learning Needs (ELN). Note: This PILO is unique to the <u>Intervention Specialist Program.</u>	SPED 462 Language Development & Differences - Internship Evaluation The assessment embedded within this course which provides evidence for the shown PILO is the Internship evaluation completed by the cooperating teacher in the field placement. <u>Criterion</u> = 85% of the candidates completing this assessment will earn a score of Target or above.	In the spring 2015, all students (n=15) were at or above the target on all rubric areas with the exception of 1 student that score novice in the area of: Knowledge of language development and learning, including the variations, related to individuals with exceptionalities including culture and linguistic diversity CEC 1.1	The data provides strong evidence for this indicator. We should continue delivering the program effectively. No changes were made.

Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes			
Program Intended Learning Outcome (PILO)	**Means of Program Assessment & Criteria for Success**	**Summary of Data Collected**	**Use of Results**
18. Intervention Specialist candidates will use the results of assessments to help identify exceptional learning needs and to develop and implement individualized instructional programs, as well as to adjust instruction in response to ongoing learning progress. Note: This PILO is unique to the <u>Intervention Specialist Program</u>. **Strategic Plan Alignment: Vibrancy- Advance Learning Outcomes**	SPED 405 – Evaluation Strategies for Learners with Disabilities - Case Study <u>Cut score</u> = Target = Proficient Criterion = 85% of the candidates completing this assessment will score at target or better	The data on this assessment indicates that 84.26% of ratings scored at the target level over the areas of the assessment. Strengths: 1) Candidates showed a strengths in the second Profile rubric area which speaks to candidates ability to collaborate with families to promote student well-being. This was strength with over 40% of candidates exceeding expectations in this area with 92% at Target or above. 2) The second rubric area for Measureable Annual goal measures a candidate's ability to write a smart goal. This was strength with over 40% of candidates exceeding expectations in this area with 92% at Target or above. 3) The Professionalism rubric area demonstrates candidates professional writing skills using	These results will be used a further evidence to support the need of the departments Selected Improvement Plan for CAEP. The Selected Improvement plan sets out to improve candidates' abilities to use informal and formal assessment to drive instruction students. As we create structures broadly in our program to better scaffold candidates with this skill. We will closely monitor this assessment to ensure that positive impact is observed in the results. No changes were made in this course or assessment at this time due to the changes made throughout the program that will likely have a positive effect on this PILO and assessment.

		person-first language. This was strength with over 40% of candidates exceeding expectations in this area with 92% at Target or above. Weaknesses: 1) The Future Planning rubric areas both showed weakness in comparison to other rubric areas and fell short of the 85% Target level. 2) The first Profile rubric area speaks to using inform and formal assessment results to enhance instructional decision. This area showed weakness in comparison to other rubric areas and fell short of the 85% Target level. 3) The first Measurable Annual Goal rubric area is setting goals for student using and interpreting student assessment data. This area showed weakness in comparison to other rubric areas and fell short of the 85% Target level.	
19. ~~Physical Education candidates will develop and plan physical education curriculum (K-12) that includes developmentally appropriate instructional strategies targeting the~~	~~PE 383 – Curriculum and Instruction in Physical Education - Curriculum Guide~~ ~~Cut score = 32/40 points~~		The physical education program will no longer be operation as of 2017-18. Therefore, as part of the phase out of the program this course is no longer offered and the PILO will not need to be measured in the future.

~~Ohio Physical Education Academic Content Standards / NASPE standards.~~ ~~Note: This PILO is unique to the Physical Education Program.~~			