

**Assurance of Student Learning
2019-2020**

College of Education and Behavioral Sciences

School of Teacher Education

Interdisciplinary Early Childhood Education Program BS #526

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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: *Students will apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities*

Instrument 1 **Direct:** Analysis Family Visits Project

Instrument 2 **Indirect:** IECE Professional Teaching Standards Self-Assessment

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting 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 **Direct:** Assessment battery implementation, scoring and analysis

Instrument 2 **Indirect:** IECE Professional Teaching Standards Self-Assessment

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 2.

Met

Not Met

Student Learning Outcome 3: *Students will design, implement and reflect on quality standards-based instruction, formative and summative assessments*

Instrument 1 **Direct:** Analysis of Standards Based Unit and Components

Instrument 2 **Direct:** Student teaching or Practicum Portfolio

Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 3.

Met

Not Met

Student Learning Outcome 4

Instrument 1

Instrument 2

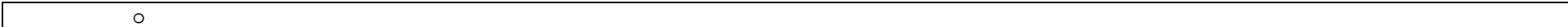
Instrument 3

Based on your results, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 4.

Met

Not Met

Program Summary (Briefly summarize the action and follow up items from your detailed responses on subsequent pages.)



Student Learning Outcome 1

Student Learning Outcome 1	Students will apply family systems theory and knowledge of the dynamics, roles, and relationships within families and communities		
Measurement Instrument 1	<p>DIRECT measures of student learning: Students worked directly with a target family to develop and implement an IFSP. Each student engages in 8 family visits and completes the following components:</p> <p>Visit 1 - Get acquainted, share biography, establish time line, discuss overall project Visits 2 - 5 - Complete the Family Focused Interview, Eco Map, Routines Based Interview and Developmental Descriptions. Prior to visit 6 you will complete the Family Resource Priorities and Concerns Report and consider outcomes for the IFSP. Visit 6 - Share the family, priorities, resources and concerns report and develop the IFSP with the family. Target 1 outcome to focus on during visit 7. Visit 7 - Implement activities with the family to model how to address the targeted outcome. Visit 8 - Share additional resources with family for ideas on how to incorporate intervention throughout daily routines. Conduct the Exit Conference and Develop a transition plan.</p> <p>The activities outlined above are reflective of responsibilities of a developmental interventionist, one of the roles IECE candidates are prepared to fill. Students were evaluated on demonstration of skills to accurately complete the tasks outlined above and quality of their interaction with the family and child.</p>		
Criteria for Student Success	3 of 4 on the rubric		
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	90%
Methods	Direct: Artifacts from the family's class were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 2	Indirect: IECE Professional Teaching Standards Self-Assessment		
Criteria for Student Success	Students assess their level of performance on related IECE teacher standards by indicating a number between one (1) and four (4) in the blanks to the left of each indicator. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive. The candidates complete the self-evaluation prior to and following implementation of the family visits project. Rating of 3 or higher.		
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	85%
Methods	Indirect: Pre/Post self-evaluations were submitted and reviewed by instructor and program faculty.		

Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 1.		Met	Not Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			
The data reveals that although criteria for the outcome was met, students received the lowest scores on two areas of the family visit project – the Service Log Note and Exit Conference. Modules will be enhanced to add additional instruction and course materials related to these two topics and implemented with the next offering of the families course.			
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)			
Changes outlined in the actions section are currently being implemented in the course.			
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)			
Both instruments will be implemented in the families class.			

Student Learning Outcome 2

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.		
Measurement Instrument 1	Direct: Assessment battery implementation, scoring and analysis Each student will implement, score and interpret assessment results from a battery of assessments including a screener, diagnostic and educational assessment on an infant-toddler and a preschool aged child.		
Criteria for Student Success	3 of 4 on rubric		
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	100
Methods	Direct: Artifacts from the assessment class were collected and evaluated by the instructor of record and reviewed by program area faculty.		
Measurement Instrument 2	Indirect: IECE Professional Teaching Standards Self-Assessment		
Criteria for Student Success	Students assess their level of performance on related IECE teacher standards by indicating a number between one (1) and four (4) in the blanks to the left of each indicator. The scale to be used is: (1) limited, (2) some, (3) adequate, and (4) extensive. The candidates complete the self-evaluation prior to and following implementation of the implementation of the assessment battery. Rating of 3 or higher.		
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	100
Methods	Indirect: Pre/Post self-evaluations were submitted and reviewed by instructor and program faculty.		
Measurement Instrument 3			
Criteria for Student Success			
Program Success Target for this Measurement		Percent of Program Achieving Target	
Methods			
Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 2.			Met
Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)			Not Met

100% of the students met the criteria for this learning outcome related to diagnostic assessment. Program faculty will maintain the learning outcome and implement in the spring when the assessment course is offered.

Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)

Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)

Maintain the outcome

Student Learning Outcome 3

Student Learning Outcome Students will design, implement and reflect on quality standards-based instruction, formative and summative assessments

Measurement Instrument 1 **Direct: Analysis of Standards Based Unit and Components**
Each student includes sources of evidence, documentation of a plan for instruction, the design of lessons, use of assessment and reflection.

Criteria for Student Success 3 of 4 on rubric

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	100
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Methods Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.

Measurement Instrument 2 **Direct: Student teaching or Practicum Portfolio**

Criteria for Student Success 3 of 4 on rubric

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	
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Methods Direct: Artifacts were collected and evaluated by the instructor of record and reviewed by program area faculty.

Measurement Instrument 3

Criteria for Student Success

Program Success Target for this Measurement		Percent of Program Achieving Target	
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Methods

Based on the results above, circle or highlight your conclusion regarding the program's goal of meeting Student Learning Outcome 3. **Met** Not Met

Actions (Describe the decision-making process and actions planned for program improvement. The actions should include a timeline.)
Criteria for the learning outcome was achieved. In reviewing the data the 2 lowest areas on the rubric that students scored were in the area of formative and summative assessments. Faculty will review course offerings and determine various courses throughout the program where additional experiences related to formative and summative assessment could be included.
Follow-Up (Provide your timeline for follow-up. If follow-up has occurred, describe how the actions above have resulted in program improvement.)
Academic year 2020-2021 and implement fall 2021
Next Assessment Cycle Plan (Please describe your assessment plan timetable for this outcome)
Faculty will identify points throughout the IECE program where additional experiences related to formative and summative assessment can be included and implement these activities beginning in the fall of 2021.

Title of Student Performance: Individualized Family Service Plan (IFSP), Implementation and Exit Conference with Family

IFSP + Intervention Plan + Service Log Note + Exit Conference/Transition

KY IECE New Teacher Standards Addressed:

- I Designs/plans instruction
- IV Assesses and communicates learning results
- VI Collaborates with colleagues, parents, others
- VIII Supports families

INTASC Disposition Statements:

- 7.21 The teacher values both long term and short-term planning.
- 7.22 The teacher values planning as a collegial activity.
- 10.24 The teacher is willing to consult with other adults regarding the education and well-being of her/his students.

Materials Needed: Completed FRPC Written Report; IFSP form blank; Intervention Plan Template, Service Log Template, Exit Conference Form, pen/pencil; Computer, printer, other based on outcome to be implemented

Rationale: Interdisciplinary Early Childhood Education graduates are qualified to work with children ages birth through kindergarten, both with and without disabilities, and their families. Graduates who choose to work with infants and toddlers with disabilities, and their families will be required to actively participate in the IFSP process. Implementation of the IFSP is an essential component of that process.

Product/Task: As an early interventionist working with infants and toddlers and their families, one of your roles is to actively participate in the IFSP process. You are responsible for scheduling an initial IFSP meeting for a child and family; developing an IFSP; developing an intervention plan; implementing intervention addressing at least one outcome on the IFSP; documenting intervention on a service log

note; and facilitating an exit conference to review effectiveness of strategies, progress and transition.

The student will:

1. Schedule the IFSP meeting.
2. Review the Family Resources, Priorities and Concerns Written Report with the family, including providing them with a copy.
3. Develop the IFSP with the team (family) based on the data collected with the knowledge that there will only be time for 1 intervention session. All Questions must be answered and boxes complete to include the following components in the IFSP:
 - Child Information
 - General family information
 - IFSP team
 - Medical Information
 - Child's present level of development
 - Family and Child Care Routines (include strengths and resources in description)
 - Families identified Priorities and Concerns
 - 3 Child and family outcomes using McWilliam Format (including strategies, identified priority, and roles of people)
 - Child & Family Transition plan - service provider transitioning from the family visits project.
 - Summary of Services -Type of service (DI), who, frequency and intensity and when, and also including response to natural environments prompt
 - Completed Team Approval Page, complete with signatures
 - DO NOT COMPLETE THE ASSISTIVE TECHNOLOGY PAGE
4. With the family, jointly identify the priority outcome for this child and family.
5. Communicate with the family as to roles in implementation prior to implementation.
6. Develop Intervention Plan with all required components
 - a. Demographic Information: child name, DOB, age in months (adjusted for prematurity if under 24 months), date intervention planned, length of planned session, planned setting
 - b. Outcome to be addressed
 - c. Objectives: *Relevant to outcome – what do you want to accomplish/see*
 - d. Justification of Objectives
 - e. Resources and Materials needed
 - f. Thorough and Detailed Planned Procedures for Intervention (greet/introduce session/intervention/review) – Should mirror a script or task analysis
7. Implement strategy or strategies.
8. Consult with family immediately after intervention (student will include in caregiver report section of service log note).
 - From your perspective, how did the outcome implementation go?
 - What suggested changes would you make?
 - What worked well?
 - Other questions as appropriate
9. Schedule an exit conference with family.

10. Complete Service Log Note after intervention with all required components
 - a. Actual Date and time of session for intervention
 - b. Setting
 - c. All Participants
 - d. Thorough and Detailed Description of Intervention
 - e. Caregiver Report
 - f. Measurable and Observable Response to Intervention
 - g. Data collection Method
 - h. Reflection
 - i. Plan for next visit
11. Plan for and Complete IFSP Exit Conference Review Form,
 - a. Complete Review Form during exit conference
 - b. List all 3 Outcomes from the IFSP
 - c. Document if each outcome was 1) met, 2) continued, 3) changed or 4) discontinued
 - d. Include next steps for each outcome that was not discontinued
 - e. Describe the transition plan for service provider completing the family visits project, i.e., resources provided, follow up, plan, etc.).
 - f. Ask family to contribute comments related to the family visits project, implementation, outcomes, child, transition, etc. and record on Exit Conference Review Form
 - g. Family Member and Student signs form with full name

Individualized Family Service Plan, Implementation, Exit Conference Scoring Rubric

Performance Criteria	Standard Not Met	Standard Partially Met	Standard Met	Exceeds Standard	Points Earned
IFSP Components	Few IFSP components included; documentation of components not based on written report (0-9 points)	Some IFSP components included; documentation of components based somewhat on written report (10-14 points)	Most IFSP components included; documentation of components accurate based on written report (15-24 points)	All IFSP components completed with great detail and according to directions: Child Information, General family information, IFSP team, Medical Information, Childs present level of development, Family and Child Care Routines (include strengths and resources in description), Families identified Priorities and Concerns, 3 Child and family outcomes, Child & Family Transition plan, Summary of Services, Team Approval Page, complete with signatures with all being accurate based on written report. Confidentiality Maintained. (25 points)	/25

IFSP Child and Family Outcomes	Minimum of 1 child and family outcome; outcomes not based on recommendations in written report (0-4 points)	Minimum of 2 child and family outcomes in somewhat family friendly language; outcomes somewhat based on recommendations in written report (5 points)	3 child and family outcomes in somewhat family friendly language using the McWilliam format; outcomes somewhat based on recommendations in written report (15 points)	3 child and family outcomes; outcomes written in family friendly language using the format outlined by the instructor; outcomes based on recommendations in written report (15 points)	/15
IFSP Strategies and Activities	Vaguely related to outcome; not linked to family resources not evidence based; not addressed in report (1 pt.)	Somewhat related to outcome; vaguely linked to family resources, evidence-based; vaguely addressed in report (2 pts)	Relevant to outcome; linked somewhat to family resources; evidenced-based; based somewhat on written report (3 pts.)	Relevant to outcome; linked with family resources/interests; evidenced-based; based on written report (5 points)	/5
Intervention Plan	Few components Included: plan does not reflect evidence-based procedures; plan is not relevant to the prioritized routine and behavior identified on the FRPC Written Report (0-9 points)	Some components Included: plan does not reflect evidence-based procedures; plan may or may not be relevant to the prioritized routine and behavior identified on the FRPC Written Report (10 points)	Most components Included: plan reflects evidence-based procedures; plan may or may not be relevant to the prioritized routine and behavior identified on the FRPC Written Report (15 points)	All components Included: Demographic, identified outcome, objectives, justification, resources needed, thorough and detailed planned evidence-based procedures relevant to the prioritized routine and behavior identified on the FRPC Written Report. (20 points)	/20
Service Log Note	Vague and brief discussion of what occurred during implementation in Service Log Note format. Missing some components such as date and time, setting,	Somewhat clear, but brief discussion of what occurred during implementation in Service Log Note format, including date and time, setting, participants,	Somewhat clear and comprehensive articulation of what occurred during implementation in Service Log Note format, including date and time, setting,	Clear and comprehensive articulation of what occurred during implementation in Service Log Note format, including date and time, setting, participants, thorough and detailed description of intervention caregiver report, response to intervention, data collection method, reflection, plan for next	

	participants, description of intervention caregiver report, response to intervention, data collection method, reflection, plan for next visit. (0-4 points)	description of intervention caregiver report, response to intervention, data collection method, reflection, plan for next visit. (5-10 points)	participants, description of intervention caregiver report, response to intervention, data collection method, reflection, plan for next visit. (10-15 points)	visit. Written professionally (3 rd person) in family-free language. (20 points)	/20
Exit Conference	Few exit conference components included; 3 outcomes, achieved status, next steps, transition plan, family comments, family signature, student signature (0-9 points)	Some exit conference components included; 3 outcomes, achieved status, next steps, transition plan, family comments, family signature, student signature (10 points)	Most exit conference components included; 3 outcomes, achieved status, next steps, transition plan, family comments, family signature, student signature (12 points)	All exit conference components included; 3 outcomes, achieved status, next steps, transition plan, family comments, family signature, student signature (15 points)	/15
					/100