

## Program Assessment Plan

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### *A. Program Overview*

#### **A1. Description**

The Early Childhood Education program prepares pre-service teachers to teach children during the early childhood years, Birth to age 8, depending on the school system or school regulations. In addition, these students are prepared for administrative positions in early childhood service areas such as: child care, resource and referral services, early intervention services and other service ancillaries. The program includes preparation to teach all appropriate subject matter.

The program follows the standards as set down by the National Association for the Education of Young Children (NAEYC) and Council for Exceptional Children (CEC). Young children are increasingly more a part of the school system. As such the program outcomes are the following:

- Promote research in early childhood education
- Improve pedagogy of early education programs based upon this research
- Meet the increased need for highly qualified early educators
- Identify the early childhood teacher as a professional educator
- Benefit young children by bringing increased quality to the field

#### **Relationship to CF and Institutional Mission**

The first goal of the university is to provide high quality undergraduate and graduate education appropriate for the state and region. This program meets the need of the state of WV by preparing early childhood educators. By the 2012-2013 school WV BOE policy mandates that every four-year-old have an opportunity to attend Pre-kindergarten under a highly qualified teacher. To meet this need, the teachers must have at least a BA in-field. The student who successfully completes this degree will hold such a degree.

A second goal of the university is to provide services and resources to promote student learning, retention, and academic success. We have a unique opportunity to supply the need of the students who are largely retained by our demand for real-to-life experiences. The multiple field experiences support students in acquiring skills and knowledge necessary to become proficient practitioners in the field and brings about partnerships in the community.

The conceptual framework of the College of Education is preparing the educator as a critical thinker. The Early Childhood Program embraces the conceptual framework and brings it to life within the program. One of the university designated critical thinking courses is housed within our unit (ECE 102 CT). In addition, our students spend the bulk of their time and energies observing, assessing and making curriculum choices based upon the needs and interests of individual children. Their foundational courses prepare them to be critical thinkers in the classroom.

**A2. Goals/objectives (Administrative and/or learner outcomes): This program must meet standards set by both the National Association for the Education of Young Children (NAEYC) standards and the Council for Exceptional Children (CEC).**

**NAEYC Standards:**

**STANDARD 1: Promoting Child Development and Learning**

- Knowing and understanding young children's characteristics and needs
- Knowing and understanding the multiple influences on development and learning
- Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

**STANDARD 2: Building Family and Community**

- Knowing about and understanding diverse family and community characteristics
- Supporting and engaging families and communities through respectful reciprocal relationships
- Involving families and communities in their children's development and learning

**STANDARD 3: Observing, Documenting, and Assessing to Support Young Children and Families**

- Understanding the goals, benefits and uses of assessment
- Knowing about and using observation, documentation and other appropriate assessment tools and approaches
- Understanding and practicing responsible assessment to promote positive outcomes for each child
- Knowing about assessment partnerships with families and with professional colleagues

**STANDARD 4: Using Developmentally Effective Approaches**

- Understanding positive relationships and supportive interactions as the foundation of their work with children
- Knowing and understanding effective strategies and tools for early education
- Using a broad repertoire of developmentally appropriate teaching/learning approaches
- Reflecting on their own practice to promote positive outcomes for each child

**STANDARD 5: Using Content Knowledge (Language and literacy, the arts, mathematics, science, social studies, and physical activity, physical education, health and safety) to Build Meaningful Curriculum**

- Understanding content knowledge and resources in academic disciplines
- Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines
- Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

**STANDARD 6: Becoming a Professional**

- Identifying and involving oneself with the early childhood field
- Knowing about and upholding ethical standards and other professional guidelines
- Engaging in continuous, collaborative learning to inform practice
- Integrating knowledgeable, reflective and critical perspectives on early education

- Engaging in informed advocacy for children and the profession

**STANDARD 7: Early Childhood Field Experiences**

- Infant/Toddler
- Prekindergarten
- Special Needs
- Administration

**CEC Standards:**

**STANDARD 1: Foundations**

- Historical and philosophical foundations of services for young children both with and without exceptional learning needs.
- Trends and issues in early childhood education and early childhood special education.
- Law and policies that affect young children, families, and programs for young children.

**STANDARD 2: Development and characteristics of learners**

- Theories of typical and atypical early childhood development.
- Effect of biological and environmental factors on pre-, peri-, and post-natal development.
- Influence of stress and trauma, protective factors and resilience, and supportive relationships on the social and emotional development of young children.
- Significance of socio-cultural and political contexts for the development and learning of young children who are culturally and linguistically diverse.
- Impact of medical conditions on family concerns, resources, and priorities.
- Childhood illnesses and communicable diseases

**STANDARD 3: Individual learning differences**

Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity.

**STANDARD 4: Instructional strategies**

- Use instructional practices based on knowledge of the child, family, community, and the curriculum.
- Use knowledge of future educational settings to develop learning experiences and select instructional strategies for young children.
- Prepare young children for successful transitions.

**STANDARD 5: Learning environments/social interactions**

- Implement nutrition plans and feeding strategies.
- Use health appraisal procedures and make referrals as needed.
- Design, implement, and evaluate environments to assure developmental and functional appropriateness.
- Provide a stimuli-rich indoor and outdoor environment that employs materials, media, and technology, including adaptive and assistive technology.
- Maximize young children's progress in group and home settings through organization of the physical, temporal, and social environments.

**STANDARD 6: Language**

Support and facilitate family and child interactions as primary contexts for learning and development.

**STANDARD 7: Instructional planning**

- Implement, monitor and evaluate individualized family service plans and individualized education plans.
- Plan and implement developmentally and individually appropriate curriculum.
- Design intervention strategies incorporating information from multiple disciplines.
- Implement developmentally and functionally appropriate individual and group activities including play, environmental routines, parent-mediated activities, group projects, cooperative learning, inquiry experiences, and systematic instruction.

**STANDARD 8: Assessment**

- Assess the development and learning of young children.
- Select, adapt and use specialized formal and informal assessments for infants, young children and their families.
- Participate as a team member to integrate assessment results in the development and implementation of individualized family service plans and individualized education plans.
- Assist families in identifying their concerns, resources, and priorities.
- Participate and collaborate as a team member with other professionals in conducting family-centered assessments.
- Evaluate services with families.

**STANDARD 9: Professional and ethical practice**

- Recognize signs of child abuse and neglect in young children and follow reporting procedures.
- Use family theories and principles to guide professional practice.
- Respect family choices and goals.
- Apply models of team process in early childhood.
- Advocate for enhanced professional status and working conditions for early childhood service providers.
- Participate in activities of professional organizations relevant to the field of early childhood special education.
- Apply research and effective practices critically in early childhood settings.
- Develop, implement and evaluate a professional development plan relevant to one's work with young children.

**STANDARD 10: Collaboration**

- Assist the family in planning for transitions.
- Communicate effectively with families about curriculum and their child's progress.
- Apply models of team process in early childhood settings.
- Apply various models of consultation in early childhood settings.
- Establish and maintain positive collaborative relationships with families.
- Provide consultation and instruction specific to services for children and families.

**Program of Study:**

In addition to the attached program of study, all students must comply with the Marshall University Core Curriculum requirements

**College of Education**

**EARLY CHILDHOOD EDUCATION Catalog 2010-2011**

**Courses in both the “Teaching Specialization” and “Professional Education Core” require a grade of “C” or above and a 2.7 GPA.**

**TEACHING SPECIALIZATION 58 hours**

- \_\_\_ 3 ART 335 Art Education: 2D & 3D Media & Methods
- \_\_\_ 3 CI 459 Multicultural Influences in Education
- \_\_\_ 3 CISP 320 Survey of Exceptional Children I (**1st 8 weeks** course) (15 clinical hours total for 1st & 2nd) \*\*
- \_\_\_ 1 CI 102 Introduction to Computers in the Classroom
- \_\_\_ 3 CISP 420 Survey of Exceptional Children II (**2nd 8 weeks** course)
- \_\_\_ 3 CISP 429 Introduction to Physically Handicapped (PR: CISP 320)
- \_\_\_ 3 CISP 445 Intervention Strategies for Preschool Special Education
- \_\_\_ 3 ECE 101 Early Childhood Wellbeing
- \_\_\_ 3 ECE 102 Early Childhood Programs
- \_\_\_ 1 ECE 201 Early Education Technology
- \_\_\_ 1 ECE 202 Administrative Technology
- \_\_\_ 1 ECE 203 Assistive Technology
- \_\_\_ 3 ECE 204 Parenting
- \_\_\_ 3 ECE 215 Family Relationships
- \_\_\_ 3 ECE 303 Child Development (15 clinical hours) \*\*
- \_\_\_ 3 ECE 322 Language and Literacy for Young Children (PR: ECE 303) (15 clinical hrs) \*\*
- \_\_\_ 3 ECE 324 Early Childhood Math, Science and Technology (PR: ECE 303) (15 clinical hrs) \*\*
- \_\_\_ 3 ECE 323 Assessment in Early Childhood (PR: ECE 303) (15 clinical hours) \*\*
- \_\_\_ 3 ECE 420 Infant/Toddler Environments and Relationships (PR: ECE 303)
- \_\_\_ 3 ECE 430 Preschool Curriculum and Methods (PR: ECE 303)
- \_\_\_ 3 ECE 435 Administration of Day Care Centers (PR: ECE 303)
- \_\_\_ 1 HS 122 First Aid for Children and Infants
- \_\_\_ 3 MUS 342 Music in the Elementary Classroom (**Jr/Sr status**)

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**PROFESSIONAL EDUCATION CORE 24 hours**

- \_\_\_ 3 EDF 218 Child to Adolescent Development in Schools (CR: EDF 218) (soph. standing)
- \_\_\_ 0 + EDF 270 Clinical Experience I (CR: EDF 218) (35 clinical hrs.)

**The following Teacher Education courses (Admi 4) require admission eligibility (see below)**

- \_\_\_ 3 EDF 475 Schools in a Diverse Society
- \_\_\_ 3 CISP 428 Special Needs in Early Childhood Education (PR: CISP 420)
- \_\_\_ 3 CISP 454 Working with Parents of Exceptional Children
- \_\_\_ 3 CISP 455 Field Experience in Preschool Special Education CAPSTONE (150 clinical hrs) \*\*
- \_\_\_ 3 ECE 421 Infant/Toddler Education: Practicum CAPSTONE (150 clinical hrs) \*\*
- \_\_\_ 3 ECE 431 Guidance of the Young Child: Practicum CAPSTONE (150 clinical hrs) \*\*
- \_\_\_ 3 ECE 472 Internship CAPSTONE (150 clinical hrs) \*\*

**\*\*Clinical experience in a public school or other facility during normal school hours.**

**Admission requirements for Teacher Education Program (Admi 4):**

- Complete application for Admi 4 status in Jenkins Hall 225
- EDF 218 (grade ‘C’ or better) and EDF 270 (credit)
- Passing scores on the PRAXIS I exam- all 3 areas. (EXEMPT from PRAXIS Exam with SAT 1125 or ACT composite 26 or higher)
- Minimum GPA 2.7 (both overall and at Marshall University)
- 21 ACT composite score
- MU students: Completion of 26 credit hours / Transfer students: Completion of 12 *Marshall University* credit hours

**Admission requirements for courses:**

- 12 hours of completed Admi 4 courses
- 2.7 GPA in both Teaching Specialization and Professional Education Core

**Admission requirements for Student Teaching:**

- At least 90% of Teaching Specialization courses completed
- Minimum of 100 credit hours completed
- Grade 'C' or better in Teaching Specialization and Professional Ed Core courses.
- Completion of all Professional Education Core courses (with the exception of EDF 475).

**PRAXIS II: Test is required for teaching certification.**

**GRADUATION APPLICATION: Must be submitted by the Fall, Spring, or Summer deadline.**

- A minimum of 120 hours required for graduation/45 must be upper division (300-499) course level.**
- Developmental course hours will not count toward graduation.**
- Additional steps are required for admission into the Professional Education Courses and to be certified.**

**A3. Target population:** The target population of this program is in-service and pre-service teacher candidates who are seeking a BA degree and certification in both typically developing preschoolers and in the area of Preschool Special Needs. Some of these are teachers who currently hold an Associate's Degree (AA) degree from an articulated Community and Technical College in Early Childhood Education (teachers who are not yet highly qualified), others are traditional students who begin with a Bachelor's of Arts (BA) in Early Childhood Education in mind.

**A4. Program Viability:** Department of Education and the State Legislature are supporting ongoing Prekindergarten for all children. To reach the Department of Education's mandated objective of pre-k for all in the 2012-13 school year (defined as 80 percent statewide participation), a significant number of certified teachers must be made available. Under WV Policy 2525, a highly qualified teacher in a pre-kindergarten classroom must hold at least a BA in Early Childhood, a BA in Elementary Education with a Pre-K – K certification, or a MA in Preschool Special Needs.

**B. Program Admissions**

Students must be fully enrolled in the University. For full admission to the teacher education program the student must have a GPA of 2.7 and pass the Praxis I examination which is typically administered during the student's sophomore year. Each year the program report will include the number of students fully admitted to teacher education along with the number of declared majors.

**C. Program Productivity**

Each year the program will include the number of course sections delivered, the enrollment, the student credit hours generated, cohorts (# and status) and any third party contracts.

**D. Technology Utilization/Integration**

Technology available to faculty include the following:

1. Curriculum integration

Power Point for class delivery; You-tube and Teacher-tube; Turn-It-In; Poly-com (cohort in Williamson); Videos; CDs; Blackboard; Email

2. Technology-based course delivery

a. T courses ECE 322

b. E courses None

3. Other (special projects, etc.)

Assistive technology for children with special needs

Administration programs

Appropriate use of technology with children

E. Faculty:

1. Status: The plan is to maintain the current faculty and to add an additional faculty due to growth and to reduce the dependence upon adjunct faculty.
2. Part-time faculty utilization: In the cases in which adjunct faculty are needed we hire faculty with special professional skills to ensure quality.
3. Advisee load by faculty: The program goal is to maintain an average of 50 per faculty member.
4. Research and scholarly activity: The faculty are encouraged to provide benefit to the regional community and support within the state. The faculty are also encouraged to maintain relationships with the greater community through national and international connections for their own enrichment and to disperse information to students.
5. Faculty development: Faculty members are encouraged to stay current with early childhood skills through active participation, by a yearly published piece and/or attendance at a national conference.
6. Student course evaluation summary (by alpha designator)

F. Program information

1. SPA (NCATE) accreditation status: Accredited
2. NCA – HLC status: Accredited
3. WVDE approval status: Approved

G. Conceptual framework assessment: The conceptual framework is woven throughout the program. The first assessment is the successful completion of ECE 102, which is a Critical Thinking course. Each of the methods classes has components of critical thinking as do the Practica (Rubrics will be attached to the Report).

1. Graduates
2. Faculty
3. Students

H. \* Employer follow-up: The employer follow up is assessed in the dispositional report.

I. Candidate performance (Key Assessments)

- a. Praxis II for Preschool Special Needs: the Praxis II Content Knowledge Test, offered by the Educational Testing Service (ETS). The 110 multiple-choice questions assess the knowledge of basic concepts and principles and the ability to apply that knowledge in real-life situations. The six content categories cover human growth and development; causes, characteristics, and medical aspects of disabling conditions; evaluation and assessment; planning and delivery of service; family and community aspects; and professional knowledge and intervention models. A passing score of 550 is required for West Virginia certification.

Content Categories	Approximate # of Questions	Approximate % of Examination
Human Growth and Development	16	15%
Knowledge of Disabling Conditions	12	11%
Evaluation, Assessment, and Eligibility Criteria	16	15%

Planning and Service Delivery	17	15%
Family and Community Aspects	21	19%
Professional Practice	28	25%

**Alignment of Praxis II exam to standard.**

Praxis II Test Section		NAEYC Standards	CEC Standards
I.	Human Growth and Development	1	2, 3, 6
II.	Knowledge of Disabling Conditions		2, 3
III.	Evaluation, Assessment, and Eligibility Criteria	3	2, 6, 8
IV.	Planning Service Delivery	4	4, 7
V.	Family and Community Aspects	2	5
VI.	Professional Practice	5	1, 9

- b. Infant and Toddler Rubric: This assessment tool is done during the candidate’s Infant and Toddler practical experience. It assesses the NAEYC and CEC standards as appropriate for infants and toddlers.
  - c. Pre-Kindergarten Rubric: This assessment is an assessment done on the candidate during their Pre-Kindergarten practical experience. It assesses the NAEYC and CEC standards as it applies to 3 and 4 year-old children. **Alignment with the specific SPA standards addressed by the assessment**
  - d. Professional Characteristics Rubric: This assessment is done on the candidate whenever they are doing a field experience. It assesses the candidates competencies in regard to ethical practice, professionalism, and reliability.
  - e. Anecdotal Record Rubric is completed during the candidate’s Pre-kindergarten practicum. The candidate is assessed on their ability to use observational assessment to assess a 3 or 4 year-olds progress on the developmental continuum.
  - f. Preschool Special Needs Rubric: This assessment is completed on the candidate during their Preschool Special Needs practicum. The candidate must view at least three children with special needs other than speech delays. They are assessed using the NAEYC and CEC standards as these standards apply to the Special Needs classroom.
  - g. Teacher Candidate Portfolio Rubric: This assessment is done during the capstone experience. It assesses the candidate’s experience overtime, including the three practica, an administrative job shadowing experience, their emerging philosophy and professionalism.
- J. Program Level Data Collection Plan (1-2 paragraphs)  
This year (2011) the assessment plan was developed. The rubrics were developed or revised based upon NAEYC standards which reflect the NCATE standards for early childhood education. The points at which the data is collected were determined and commitment to collection and analysis has been made.
- K. Data Utilization (2-3 paragraphs)
- L. Plans for next year (A summary of planned program actions for next year and beyond where applicable-based upon the available program and candidate data will be included. The data will

be collected and aggregated at the completion of each of the field experiences, practica, and capstone experience. Data is collected in the form of a rubric which will be aggregated and analyzed at the end of term meeting in the spring.

## **Appendices**

**a. Candidate data derived from the assessment**

Approximately 80% of the grade in ECE 431 is based upon this rubric. The table below reflects the grades for ECE 431. The candidates have demonstrated a mastery of the content.

	2007-2008		2008-2009		2009-2010	
Courses	Avg. Course Grade and Data Range*	% of candidates meeting minimum expectation	Avg. Course Grade and Data Range*	% of candidates meeting minimum expectation	Avg. Course Grade and Data Range*	% of candidates meeting minimum expectation
ECE 431	3.67 (3-4)	100% (n=3)	2.75 (2-4)	100% (n=4)	3.50 (3-4)	100% (n=2)

Assessment #3: ECE Infant-Toddler Practicum

**1. Brief description of the assessment and its use in the program**

As part of their coursework in ECE 421 Infant/Toddler Education Practicum, candidates work closely with infants and toddlers in an nationally accredited infant/toddler classroom for 150 hours.. They are required to organize a safe environment, establish routines that nurture the children, form collaborative relationships with the children and their families, observe and maintain detailed records, plan individualized activities and successfully communicate information about the children to their families. The candidates' work with the children is assessed using the detailed rubric below

**2. Alignment with the specific SPA standards addressed by the assessment**

Candidate competence explicitly related to NAEYC and CEC standards and is evaluated using the rubric attached at 5.c below. This rubric is drawn directly from the following standards:  
 NAEYC Standard 1: Promoting Child Development and Learning.  
 NAEYC Standard 2: Building Family and Community Relationships  
 NAEYC Standard 3: Observing, Documenting, and Assessing to Support Young Children & Families  
 NAEYC Standard 4: Teaching and Learning.  
 CEC Standard 4: Instructional Strategies.

**3. A brief analysis of the data findings**

Although the evaluation rubric is detailed, those details have not been faithfully recorded in recent years. The remaining available data consists of course grades for completers, specified in 5.c. below. Eighty percent of the course grade is determined by ratings of the candidates on a detailed rubric directly aligned to the NAEYC and CEC standards cited above. Although the available grade data are only a broad measure of success in meeting standards, the available data suggest that the program has been effective in that regard.

**4. An interpretation of how that data provides evidence for meeting standards**

Candidates who are successful in the ECE 431 course must have a record of effective interaction with, and instruction of the students they work with at the Early Childhood STEM Center. Because the course

grades are so significantly determined by the evaluation rubric, which is drawn directly from 5 national standards, the grades stand as evidence that the program is meeting standards. That evidence would be much stronger had we systematically recorded candidate subscores from the rubric. The program faculty are committed to compiling that detailed data and reviewing it every semester in order to strengthen the value of the assessment as a measure of program outcomes and as a tool for guiding program improvement.

**5. Assessment documentation, including**

**a. The assessment tool or description of the assignment**

The assessment is a 150 hour clinical experience during which candidates work with infants and toddlers in a nationally accredited infant/toddler classroom. Candidates are rated by

**b. The scoring guide for the assessment**

**Infant-Toddler Practicum Rubric**

Very young children, birth to 36 months require distinctive knowledge, skills and dispositions unique to this age. This age group is highly vulnerable; their limited motor, communication, social/emotional and cognitive abilities place significant demands on the teacher. The focus of care and education for this age group is relationship based. Through intimate routine care the competent teacher discovers multiple opportunities to support the development of trust, attachment, motor coordination, communication, understanding of the self and the environment, and increased independence. The growth and development during the first three years is very rapid and idiosyncratic; however a certain amount of consistency in patterns and sequence does exist. The teacher must know well child growth and development with its patterns and sequences. However, the teacher must also have the disposition to work with infants and toddlers as unique individuals. In addition, the teacher must be able to adjust continuously their interactions and expectations with the increasing independence and ability of children during this period. This is a demanding responsibility requiring a high level of competence. The infant/toddler practicum is designed to provide the experiences that allow the teacher candidates to apply their knowledge and practice their skills.

**c. Candidate data derived from the assessment**

Findings:

Approximately 80% of the grade in ECE 421 is based upon this rubric. The table below reflects the grades for ECE 431. The candidates have demonstrated a mastery of the content.

	2007-2008		2008-2009		2009-2010	
Courses	Avg. Course Grade and Data	% of candidates meeting minimum	Avg. Course Grade and Data	% of candidates meeting minimum	Avg. Course Grade and Data	% of candidates meeting minimum

	<b>Range*</b>	<b>expectation</b>	<b>Range*</b>	<b>expectation</b>	<b>Range*</b>	<b>expectation</b>
<b>ECE 421</b>	4.00 (4-4)	100% (n=3)	3.00 (3-3)	100% (n=3)	4.00 (4-4)	100% (n=2)

Assessment #4: ECE Field Experience in Preschool Special Education

**1. Brief description of the assessment and its use in the program**

Assessment #4 is a 150 hour clinical experience in the CISP 455 Field Experience in Preschool Special Education course. Candidates complete supervised participation and directed teaching activities in a preschool special education program. The assessment measures candidate abilities to perform instructional and non-instructional tasks.

**2. Alignment with the specific SPA standards addressed by the assessment**

This assessment aligns with NAEYC Standards 1-5 and CEC Standards 5, 7, 8, 9, & 10. Students engage in a wide variety of instructional and assessment tasks through this clinical experience. The rubric in section 5.b. below provides an evaluation of student competencies related to the following NAEYC Standards: 1) Promoting Child Development and Learning; 2) Building Family and Community Relationships; 3) Observing, Documenting, and Assessing to Support Young Children and Families; 4) Teaching and Learning; 5) Becoming a Professional. Furthermore, these clinical experiences, and the evaluation rubric, demonstrate and evaluate student proficiency in the following CEC Standards: 5) Learning Environments and Social Interactions; 7) Instructional Planning; 8) Assessment; 9) Professional and Ethical Practice; and 10) Collaboration.

**3. A brief analysis of the data findings**

The CISP 455 Field Experience data have not been kept consistently. Early Education and Special Education faculty will utilize the COE Database Manager to better manage data collection and aggregation beginning fall 2011.

**4. An interpretation of how that data provides evidence for meeting standards**

Since there are no current data, analysis is not able to be completed.

**5. Assessment documentation, including**

- a. The assessment tool or description of the assignment**
- b. The scoring guide for the assessment**

**Assessment 5:  
Observing and Assessing Child Development**

**#5 (Required)-EFFECTS ON STUDENT LEARNING:<sup>1</sup>** Assessment that demonstrates candidate effects on student learning. NAEYC standards that could be addressed in this assessment include but are not limited to 3 and 4. CEC standards that could be addressed in this assessment include but are not limited to 4, 5, 6, 7, and 8. Examples of assessments include those based on student work samples, portfolio tasks, case studies, follow-up studies, and employer surveys. They might include follow-up studies of graduates of the program, as they relate to the NAEYC standards and as they document graduates' effectiveness in professional positions where they have an impact on young children's development and learning.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**1. Brief description of the assessment and its use in the program**

This assessment is an observation and planning task for candidates during their clinical experience in ECE 431 Guidance of the Young Child: Practicum. This task serves as a minor case study in which candidates observe a change event, evaluate the change that occurred and the factors associated with that change, and use that analysis to guide decisions about subsequent instructional experiences.

**2. Alignment with the specific SPA standards addressed by the assessment**

Using the rubric below, it is clear that this assessment aligns with the following standards:

NAEYC 3: Observing, Documenting, and Assessing to Support Young Children and Families

NAEYC 4: Teaching and Learning

CEC 3: Individual Learning Differences

CEC 4: Instructional Strategies

Candidates must observe, document and assess a child's behavior, seeking to understand how the environment and the individual's condition impact academic and social abilities. Further, candidates must draw conclusions from this analysis about effective teaching strategies that promote individualized instruction and positive development.

**3. A brief analysis of the data findings**

This is a new tool and therefore no data has been collected. There will be data from students in the program beginning in the Fall 2011 semester.

**4. An interpretation of how that data provides evidence for meeting standards**

When this assessment is implemented, beginning in Fall 2011, it will provide evidence of candidates' ability to use systematic observations, and assessments to identify individuals' academic and social abilities, so as to develop individualized instructional strategies.

**5. Assessment documentation, including**

**a. The assessment tool or description of the assignment**

This is an observation, assessment and planning task. Candidates observe a learning or change event involving a child, assess the factors that affected that change, document the child's learning experience and develop an instructional plan.

**b. The scoring guide for the assessment**

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<sup>1</sup> In early childhood education, "student learning" refers to the effect on the learning of children in P-4 school settings, and includes creating environments that support learning.

**c. Candidate data derived from the assessment**

This is a new assessment, data will be gathered in Fall of 2011 and thereafter.

**Assessment 6:  
Parent-Teacher Conference Competency**

**#6 (Required): Additional assessment that addresses NAEYC & CEC initial teacher preparation standards.** All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

**1. Brief description of the assessment and its use in the program**

This assessment focuses on candidates' ability to evaluate a child's progress, provide documentation and evidence to support the candidates' conclusions, and appropriately share those conclusions in a parent-teacher conference.

**2. Alignment with the specific SPA standards addressed by the assessment**

This assessment focuses on candidates' ability to evaluate a child's progress, provide documentation and evidence to support the candidates' conclusions, and appropriately share conclusions, and appropriate share those conclusions in a parent-teacher conference. Parent-teacher conferences are seen as highly valuable in viewing the family as part of the child's educational team especially when the child has a disability. The parent-teacher conference is a time in which the candidate meets and shares the results of assessments with the family and develops plans for the child's educational future. This assessment is closely aligned with all NAEYC standards as well as CEC standards 2, 3, 8, 9, and 10. The candidate must use their knowledge of child development (NAEYC standard 1, CEC 2) to identify the child's individual differences (CEC standard 3), to document the child's development and learning, (NAEYC standard 3) to support children and their families (NAEYC standard 3 and CEC standard 8) as a collaborative team (NAEYC standard 2 and CEC standard 10) to develop a plan to help this child reach their fullest potential (NAEYC standard 4), while maintaining the characteristic of a professional educator in regard to ethical assessment and collaborative learners who demonstrate knowledgeable, reflective, and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources (NAEYC standard 5 and CEC standard 9).

**3. A brief analysis of the data findings**

This assessment was piloted last year and revised, no data is available.

**4. An interpretation of how that data provides evidence for meeting standards**

Beginning in Fall, 2011, data from this assessment will be compiled every semester. The results will provide strong evidence of out outcomes, particularly with regard to candidates' professional interactions with family.

**5. Assessment documentation, including**

**a. The assessment tool or description of the assignment**

Candidates systematically document observations of a child's development and learning and share the assessment of those observations in a parent-teacher conference.

**b. The scoring guide for the assessment**

**c. Candidate data derived from the assessment**

This is a new assessment, data collection will begin in Fall 2011.

1.

**Assessment 7:  
ECE PSN Capstone Portfolio**

**#7 (Required): Additional assessment that addresses NAEYC & CEC initial teacher preparation standards.** All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

Provide assessment information (items 1-5) as outlined in the directions for Section IV

**1. Brief description of the assessment and its use in the program**

This assessment is a comprehensive portfolio of work compiled throughout candidates' coursework in Early Childhood Education. Candidates will include samples of their work for evaluation, including written work, case studies, belief statements and a substantial self-evaluation of their progress over time and across several courses.

**2. Alignment with the specific SPA standards addressed by the assessment**

This assessment provides comprehensive evidence of candidates' performance related to all five NAEYC standards. The portfolio includes written evidence of candidates' grasp of theory (NAEYC standard 1 and 4, and CEC standard 1) candidates' evaluations of children's development (NAEYC standard 1 and CEC standard 2 AND 3), teaching strategies generated in response to careful observation (NAEYC standard 3 and CEC standard 4, 7, and 8), and assessments of candidates' professionalism, by observers as well as by the candidates' themselves while building relationships with families and colleagues (NAEYC standard 2 and 5 and CEC standard 9. Because there is such a wide range of typical development in early childhood unless there is something severely wrong with the child's development the child is viewed in regard to milestones. The candidates' case study looks at the child in relation to how the child is meeting the expected milestones for a child of this age in both the infant and the PK child study (NAEYC standard 1 and CEC standard 2). In addition, the belief statement should include something that indicates a support of the child in inclusive, natural settings or a reason as to why a particular child could not be included (CEC standard 3 and 4).

**3. A brief analysis of the data findings**

This is a new assessment. Data will be collected beginning in Fall 2011 and continue every semester thereafter.

**4. An interpretation of how that data provides evidence for meeting standards**

See 3 above.

**5. Assessment documentation, including**

**a. The assessment tool or description of the assignment**

A comprehensive portfolio of written work, case studies, a belief statement and self-reflection. This portfolio contains work generated by students over the whole sequence of required Early Childhood Education courses, including three practicum experiences.

**b. The scoring guide for the assessment**

**c. Candidate data derived from the assessment**

This is a new assessment, data gathering will begin in Fall 2011.

**Assessment 8:  
Professional Characteristics of ECE/PSN Candidates**

**#8 (Required): Additional assessment that addresses NAEYC & CEC initial teacher preparation standards.** All NAEYC and CEC standards could be addressed by this assessment. Examples of assessments include evaluations of field experiences, case studies, portfolio tasks, licensure tests not reported in #1, and follow-up studies.

**1. Brief description of the assessment and its use in the program**

Teacher candidates do field experiences of 150 hours in each of the following areas: Preschool Special Needs, Pre-kindergarten, and Infant-toddler. (See Professional Characteristic Rubric). During these practica the candidate is expected to behave as a professional and to exhibit the characteristic of a quality professional as defined by the NAEYC and CEC standards.

**2. Alignment with the specific SPA standards addressed by the assessment**

This assessment directly addresses NAEYC Standard 5 and CEC standard 9, Becoming a professional, providing multiple assessments of a candidates' professional and ethical behavior across three practicum experiences. Candidates' are evaluated on a broad range of factors related to NAEYC standard 5 and CEC standard 9 including personal behavior and appearance, adherence to policy, confidentiality, ethics, developing positive relationships, accountability, and self-reflection. Professional characteristics are expectations of the candidate that would hold true regardless of the placement such as confidentiality, sharing information about a child on a need-to-know basis, best practice, and individualization for specific children. This would be true if the placement were infants, toddlers, PK or special needs.

**3. A brief analysis of the data findings**

This is a new assessment. Data collection will begin in Fall 2011.

**4. An interpretation of how that data provides evidence for meeting standards**

The data from this assessment will provide strong evidence of candidates' professionalism. Multiple evaluators at different points in a candidates' progression through the program will use the rubric below to provide consistent feedback regarding candidate behavior.

**5. Assessment documentation, including**

**a. The assessment tool or description of the assignment**

Candidates' professionalism is evaluated using a common rubric as they pass through each of three practicum experiences in their course of study in the Early Childhood Education curriculum.

**b. The scoring guide for the assessment**

**c. Candidate data derived from the assessment**

This is a new assessment. Data collection will begin in fall 2011.

4. Disposition data collection plan: Candidates will be assessed at the designated points (see above). Data is collected at the end of each semester and entered into a data base. Analysis of the results drives the programmatic changes.

K. \*\* Plans for next year (A summary of planned program actions for next year-and beyond-where applicable-based on the available program and candidate assessment data)

L. \*\*Candidate Disposition Data (program level data reflecting the four PEU dispositions)

\*Provided to programs by PEU

\*\* Provided by program

3. Key Assessment Plan(s) (1 paragraph overview)

(include as attachment Key Assessment Chart(s) from each SPA/CAR that is included in assessment plan) Student learning will be assessed using 6 key assessments:

2. Praxis II for Preschool Special Needs (End of the program for certification purposes)
3. I/T Rubric (During Infant and Toddler Practicum)
4. PK Rubric (MUEE-STEM C Rubric)(During Pre-kindergarten Practicum)
5. Parent Conference (During all practica)
6. Professional Characteristics (During each field experience)
7. Anecdotal Record Rubric (During Pre-kindergarten Practicum)
8. Preschool Special Needs Rubric (During preschool special needs practicum)
9. Teacher Candidate Portfolio (During capstone)

D. Program Level Data Collection Plan (1-2 paragraphs)

This year (2011) the assessment plan was developed. The rubrics were developed or revised based upon NAEYC standards which reflect the NCATE standards for early childhood education. The points at which the data is collected were determined and commitment to collection and analysis has been made.

E. Annual Report Process and Format (2-3 paragraphs)

(Attach Annual Report Template; discuss program specific elements)

F. Data Utilization (2-3 paragraphs)

(Brief discussion of process through which data get aggregated and used to inform continuous Improvement process at the program level)