

Assessment Cycle

Academic Year 2016-2017

Program: ECED MAT (548)

College: Education and Human Development

Prepared by: Michelle Brunson

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Approved by: Katrina Jordan

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Northwestern Mission. Northwestern State University is a responsive, Student-oriented institution that is committed to the creation, dissemination, and acquisition of knowledge through teaching, research, and service. The University maintains as its highest priority excellence in teaching in graduate and undergraduate programs. Northwestern State University prepares its Students to become productive members of society and promotes economic development and improvements in the quality of life of the citizens in its region.

Gallaspy College of Education and Human Development Mission (draft). The Gallaspy Family College of Education and Human Development is a committed and diverse community of scholars, educators, students, and future leaders working collaboratively to acquire, create, and disseminate knowledge through transformational, high-impact experiential learning practices, research, and service. The College produces graduates with the capabilities and confidence to be productive members of society equipped with the skill sets necessary to promote economic and social development thereby improving the overall quality of life in the region. The College offers a wide variety of exemplary undergraduate and graduate programs that prepare candidates for career success across the spectrum of professional roles and settings. These programs include teacher education, leadership, and counseling; health and human performance; psychology and addiction studies; social work; and military science. Candidates are taught to become adaptive critical thinkers and problem solvers in diverse scenarios capable of leveraging new technologies to enrich lifelong learning. As caring, competent, reflective practitioners, our graduates become positive role models in their communities and leaders in the nation's military.

Department of Teaching, Leadership, and Counseling Mission. The Gallaspy College of Education and Human Development offers exemplary programs that prepare candidates for career success in a variety of professional roles and settings. As caring, competent, reflective practitioners, our graduates become positive models in their communities and organizations. This mission is fulfilled through academic programs based on theory, research, and best practice. Further, all graduates learn to value and work with diverse populations and to incorporate technologies that enrich learning and professional endeavors.

Program Mission Statement: The mission of the Northwestern State University alternate certification Early Childhood Education Program is to prepare educators with the knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom while earning

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teacher certification. The program prepares educators who are currently in the field to meet young children’s diverse needs in a variety of settings while documenting and assessing their growth over time in relation to state standards. Upon completion of the program, which meets the National Association for the Education of Young Children’s accreditation standards, candidates are equipped to meet the many demands of the teaching profession.

Methodology: The assessment process for the program is as follows:

(1) Data from assessments provide results on candidate knowledge, skills, and dispositions as appropriate for professional education programs.

(2) Annually, program faculty and stakeholders review data to make data-driven, curricular decisions.

Student Learning Outcome (SLO) 1:

Departmental Student Learning Goal	Program Student Learning Outcome
Demonstrate discipline-specific content knowledge (SPA #1)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to early childhood.

Measure 1.1. (Direct – Knowledge, Skills)

SLO 1 is assessed through the Praxis I or PRAXIS II Elementary Education: Content Knowledge (#5018)/PLT Early Childhood (#0621 or 5621) exams. The assessment is evaluated using a licensure test, and the benchmark performance is at least a 163 on the Praxis I and a 157 on the Praxis II.

Finding: 100% of candidates achieved

Analysis: All students are required to make a minimum score on Praxis I to enter candidacy and Praxis II to student teach/enter residency. This score is set by the State of Louisiana. All students achieved these scores and therefore no changes need to be made.

Action - Decision or Recommendation: No changes made; we will continue to offer workshops and practice tests.

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Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #2)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment.

Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through a portfolio defense. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

Finding: 100% of candidates achieved Meets Expectations

Analysis: Data show that candidates are meeting the NAEYC standards addressed in this assignment. The major advisor does not allow a candidate to complete a portfolio defense until certain he/she is ready. No changes were made since the last cycle.

Action - Decision or Recommendation: Since mastery is expected and students are coached to achieve it, no changes will need to be made.

Student Learning Outcome (SLO) 3:

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and characteristics	Candidates will model behaviors and characteristics that are professional and ethical.

Measure: 3.1. (Direct – Skills, Dispositions)

SLO 3 is assessed through a dispositions form/observation form in ECED 5580. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

Finding: 100% of candidates achieved Meets Expectations

Analysis: Data show that candidates are meeting the NAEYC standards addressed in this assignment. Because this assessment is used in the Practicum Course, which is one of the last courses candidates take before Internship, faculty expect scores to be strong. In the previous iteration, artifacts were examined, and the professor added videos focusing on professionalism to multiple courses.

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Action - Decision or Recommendation: Data from this iteration will be used to inform instruction the next time the course is taught.

Student Learning Outcome (SLO) 4:

Departmental Student Learning Goal	Program Student Learning Outcome
Exhibit creative thinking that yields engaging ideas, processes, materials, and experiences appropriate for the discipline (SPA #3)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.

Measure: 4.1. (Direct – Knowledge, Skills)

SLO 4 is assessed through a lesson plan and reflection in ECED 5580. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

Finding: 100% of candidates achieved Meets Expectations

Analysis: Data show that candidates are mastering the NAEYC standards addressed in this assessment tool. Data from this iteration will be used to inform instruction the next time the course is taught. For example, videos on Differentiation will be added to the course. After the last iteration, graded rubrics were examined, and the professor placed greater emphasis on using technology. As a result, scores increased in this area.

Action - Decision or Recommendation: Data from this iteration will be used to inform instruction the next time the course is taught. For example, videos on Differentiation will be added to the course.

Student Learning Outcome (SLO) 5:

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5)	Candidates will conduct investigations relevant to the field of Early Childhood and discuss implications for further research.

Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through a paper in EDUC 5950. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

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Finding: 100% of candidates achieved Meets Expectations

Analysis: Data show that candidates are meeting the NAEYC standards addressed in this assignment. The major advisor does not submit a paper to the Graduate School until it is error-free. Sharing sample papers and additional online resources with candidates has expedited the revising and editing process.

Action - Decision or Recommendation: No changes are necessary at this time.

Summary of Key Findings and Decisions: Data show that candidates are meeting the NAEYC standards addressed in these assignments. Concerning Praxis I and II (measure 1.1), no changes were necessary as 100% of candidates passed the exams, as dictated by state regulations. The department will continue to offer workshops and practice tests. The goal for the Portfolio Defense (measure 2.1) was for 100% of candidates to score “Meets Expectations” on the rubric. Since The major advisor does not allow a candidate to complete a portfolio defense until certain he/she is ready, the goal was met as 100% of candidates scored “Target” on the rubric. Since mastery is expected and students are coached to achieve it, no changes will need to be made. The goal for the ECED 5580 Dispositions/ Observation Form Rubric (measure 3.1) was for candidates to maintain strong scores, modeling professional dispositions in the field, and the goal was met. The professor added videos on professionalism to the course. Data from this iteration will be used to inform instruction the next time the course is taught. The goal for the ECED 5580 Lesson Plan and Reflection (Measure 4.1) was for candidates to increase scores in differentiation, student use of assessment results, and using technology the next time the course is taught, and the goal was met. The professor placed greater emphasis on using technology, giving specific examples. Data from this iteration will be used to inform instruction the next time the course is taught. For example, videos on Differentiation will be added to the course. The goal for the EDUC 5950 Paper (measure 5.1) was for 100% of candidates to score Meets Expectations on the rubric, and the goal was met. 100% of candidates scored Target on the rubric. No changes were necessary.