

Assessment Cycle

Academic Year 2016-2017

Program: ECED BS (3101)

College: Education and Human Development

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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 undergraduate Early Childhood Education Program is to prepare educators with the

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knowledge, skills, and dispositions necessary to be effective in the Early Childhood classroom. The program prepares educators 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.

Student Learning Outcome (SLO) 2:

Departmental Student Learning Goal	Program Student Learning Outcome
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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.
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Measure: 2.1. (Direct – Knowledge, Skills)

SLO 2 is assessed through an infant toddler portfolio in ECED 3070. 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 performance-based assessment. In the previous iteration, graded rubrics were examined, and the professor updated the explanation handout by clarifying the sections of the explanation handout where candidates missed points. As a result, performance increased these areas.

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

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 3110. 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.

After the previous iteration, data were examined, and the professor placed greater emphasis on taking initiative. This resulted in stronger scores.

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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. For example, we will have a professional development session on Differentiation 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 3110. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

Finding: *87.5% of candidates achieved “Meets Expectations”*

Analysis: *Data show that candidates are mastering the NAEYC standards addressed in this assessment tool. After the last iteration, graded rubrics were examined, and the professor placed greater emphasis on using technology the next time the course was taught. 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, we will have a professional development session on Differentiation the next time the course is taught.*

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 assess the quality of an Early Childhood environment using the ECERS-3 Rating Scale.

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Measure: 5.1. (Direct – Knowledge, Skills)

SLO 5 is assessed through the ECERS-3 rating scale in ECED 3090. The assessment is evaluated using a rubric, and the benchmark performance is that at least 80% will score Meets Expectations.

Finding: 87.5% of candidates achieved Meets Expectations

Analysis: Data show that candidates are mastering the NAEYC standards addressed in this assessment tool. In the previous iteration, graded rubrics were examined, and the professor of this course made changes to her instruction accordingly. As a result, all candidates met expectations on the assignment with the exception of one student who did not complete the assignment.

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

Comprehensive Summary of key findings and or decisions:

Data show that the vast majority of the candidates are mastering the NAEYC standards addressed in these assessment tools. As previously stated, 100% of candidates must pass the Praxis tests with a minimum score in order to progress through the program (measure 1.1). As the scores are set by the state, no changes will be made. The department will continue to offer workshops and practice tests for the candidates. The goal of the Infant/Toddler Portfolio (measure 2.1) was for candidates to increase scores on the rubric relating to measuring growth and development. In this iteration, candidates were more efficient in analyzing infant/toddler development and documenting the babies' growth. The explanation handout was updated to clarify points missed in the last iteration. No changes are necessary at this point. The goal for the ECED 3110 Dispositions Form (measure 3.1) was for candidates to take more initiative in the field. In this iteration, candidates scored higher in taking initiative. The professor placed greater emphasis on taking initiative, and giving specific examples. The professor also checked in weekly with the mentors, checking to see if they had any concerns about candidate performance, and following up with candidates as necessary. Data from this iteration will be used to inform instruction the next time the course is taught. For example, we will have a professional development session on Differentiation the next time the course is taught. The goal for the ECED 3110 Lesson Plan and Reflection (measure 4.1) was for candidates to increase technology use in their lessons. In this iteration, scores increased. The

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professor placed greater emphasis on developmentally appropriate ways to use technology with young children and gave examples of specific strategies. Data from this iteration will be used to inform instruction the next time the course is taught. For example, we will have a professional development session on Differentiation the next time the course is taught. The goal ECED 3090 ECERS (measure 5.1) was for candidates to increase overall proficiency in utilizing the ECERS scale. The professor will use data from the previous iteration to guide instruction the next time she taught the course.