

M.A.T. Early Childhood Education (548A)

College: Education

Prepared by: Michelle Brunson

Date: 05-11-19

Approved by: Kim McAlister

Date: 06-11-19

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. 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 Department of Teaching, Leadership, and Counseling Mission 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 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 M.A.T. in Early Childhood Education is as follows:

- Data from assessment tools are collected and returned to the program coordinator;
- The program coordinator analyzes the data to determine student learning and whether students have met measurable outcomes;
- Results are shared with program faculty; and
- The program coordinator works with program faculty analyze results; based on this analysis, faculty collaborate to make any necessary changes to course instruction and/or assessments for program improvement purposes.

Student Learning Outcomes.

SLO 1

Course Map: second year of coursework

- Candidates take the PRAXIS PLT in their second year of coursework, prior to their residency (EDUC 5450 *Early Childhood Internship in Teaching I*).

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

Measure 1.1. (Direct – Knowledge)

SLO 1 is assessed with the PRAXIS PLT Early Childhood exam, which is nationally normed. To meet State mandates, candidates must achieve a score of at least 157.

Quality of the assessment/evidence is assured because (1) the State of Louisiana requires this test, and (2) the test is nationally normed.

For candidates to be successful, they must achieve a score that is at least as high as the State requirement.

Finding.

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis.

In AY 2017-2018, 100% of candidates met the target. The cutoff score for the PLT is 157. Candidates’ scores ranged from 160 to 174, with a mean score of 168.125 (n = 8). This almost meets the national median score of 169.

Again, in AY 2018-2019, 100% of candidates met the target. The cutoff score for the PLT is 157. Candidates’ scores ranged from 161 to 179, with a mean score of 170.7 (n = 10). This surpasses the national median score of 169.

After examining the evidence from last year, faculty attended two PRAXIS workshops to facilitate student success. Additionally, faculty offered more workshops for candidates, addressing all content areas. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation. All these interventions led to program improvement and increased test scores.

Decision, action, or recommendation.

As previously stated, 100% of candidates met the target for PRAXIS in AY 2017-2018 and AY 2018-2019. However, faculty attended professional development sessions, offered additional PRAXIS workshops for students, and provided candidates access to PRAXIS preparation resources in collaboration with the local library. To maximize student learning and improve the program in 2019-2020, faculty will attend professional development sessions, offer PRAXIS workshops, partner with the library to offer access to Learning Express, and find innovative ways to support candidates in their course to help them be successful on the licensure tests.

SLO 2

Course Map: EDUC 5451 *Early Childhood Internship in Teaching II*.

- Candidates are assessed via a Teacher Candidate Observation Form in EDUC 5451 *Early Childhood Internship in Teaching II*, which candidates take in their last semester.

Departmental Student Learning Goal	Program Student Learning Outcome
Apply discipline-specific content knowledge in professional practice (SPA #4, Teacher Candidate Observation Form)	Candidates will demonstrate knowledge of Developmentally Appropriate Practices relating to Early Childhood development, curriculum, and assessment.

Measure 2.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 2 is assessed via a Teacher Candidate Observation Form in EDUC 5451 *Internship in Early Childhood Education II*, which candidates take in their semester.

The Teacher Candidate Observation Form is comprised of items extracted from the Danielson Framework for Teaching instrument. The rating scale was adjusted to reflect course grading requirements, but the criteria and indicators were not adjusted from the

Framework. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 11 P-12 clinicians viewed two 20-minute teaching vignettes and conducted independent evaluations of the teaching performance using this tool. Analyses were conducted using the Lawshe Content Validity Ration (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. The goal is for at least 80% of candidates to score a “2” on the rubric. To determine criteria for success,

- CVR mean = -.03 with CVR(Critical, 11) = .59 and no single item meeting critical value of .59.
- ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered “good.”

Finding.

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis.

In AY 2017-2018, 100% of candidates met target and scored at least a “2” on each area of the rubric. The mean score was 2.91, with n = 7.

In AY 2018-2019, 100% of candidates met target and scored at least a “2” on each area of the rubric. Candidates’ mean score was 2.97, with n =7.

Although 100% of candidates met target in AY 2017-2018, program faculty examined the evidence to determine student learning in each area, and resources related to Setting instructional outcomes, Designing coherent instruction, Designing student assessment, Managing classroom procedures, Managing student behavior, Engaging students in learning, and Using assessment in instruction were added in Early Childhood courses to provide learner support and prepare candidates for Internship. This proved to be effective, as 100% of candidates met target in AY 2018-2019.

In AY 2018-2019, areas where candidates scored a “2” were: Includes instructional activities that develop objectives, Designs & implements lessons requiring students to think creatively/critically, Designs methods of evaluation to measure learner outcomes, Organizes and uses available space, materials, and/or equipment to facilitate learning, Manages and/or adjusts allotted time for planned activities, Uses techniques and available teaching materials to achieve lesson objectives, Adjusts lesson when appropriate, Demonstrates knowledge of content and pedagogy, Stimulates and encourages higher order thinking at the appropriate developmental levels, Encourages student participation through questioning and discussion techniques, and Provides timely feedback to students regarding their progress.

Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates’ artifacts

demonstrated student learning via mastery of those standards.

Decision, action, or recommendation.

Based on changes made from analyzing the results of the previous year, scores improved in AY 2018-2019. Although all candidates met target in 2018-2019, program faculty examined the evidence to determine student learning in each area, and additional resources will be added to provide learner support in Includes instructional activities that develop objectives, Designs & implements lessons requiring students to think creatively/critically, Designs methods of evaluation to measure learner outcomes, Organizes and uses available space, materials, and/or equipment to facilitate learning, Manages and/or adjusts allotted time for planned activities, Uses techniques and available teaching materials to achieve lesson objectives, Adjusts lesson when appropriate, Demonstrates knowledge of content and pedagogy, Stimulates and encourages higher order thinking at the appropriate developmental levels, Encourages student participation through questioning and discussion techniques, and Provides timely feedback to students regarding their progress in 2019-2020. Such ongoing program improvement effort will positively enhance candidates’ knowledge and skills relating to early childhood curriculum, development, and assessment.

SLO 3

Course Map: ECED 5010 *Advanced Child Development*

- SLO 3 is assessed through a dispositions form in ECED 5010 *Advanced Child Development*, which is one of candidates’ first courses.

Departmental Student Learning Goal	Program Student Learning Outcome
Model professional behaviors and Characteristics. (Dispositional Evaluation)	Candidates will model behaviors and characteristics that are professional and ethical.

Measure 3.1. (Direct – Dispositions)

SLO 3 is assessed through a dispositions form in ECED 5010 *Advanced Child Development*, which is one of candidates’ first courses. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least “Sufficient.” Faculty created the dispositional evaluation based on agreed-upon best practices and constructs outlined in InTASC standards. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and face validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. Face validity was established by 1) aligning items to constructs, 2) avoiding bias and ambiguous language, and 3) stating items in actionable terms. Analysis was conducted using the CAEP Evaluation Framework for EPP-Created Assessments, resulting in “below sufficient,” “sufficient,” or “above sufficient” ratings. The goal is for at least 80% of candidates to score “Sufficient”.

Finding.

- **AY 2018-2019:** 100% of candidates met target

- **AY 2018-2019:** 100% of candidates met target

Analysis.

In AY 2017-2018, 100% of candidates met target and scored “Above Sufficient” on the rubric. Candidates’ mean score was “3” (n = 10). Although 100% of candidates met target, program faculty examined the evidence to determine student learning in each area, and emphasis on Professionalism was strengthened in coursework to provide learner support. This proved to be effective, as 100% of candidates met target in AY 2018-2019.

In AY 2018-2019, 100% of candidates met target and scored “Above Sufficient” on the rubric. Candidates’ mean score was “3” (n = 10).

Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates’ artifacts demonstrated student learning via mastery of those standards.

Decision, action, or recommendation.

Although 100% of candidates met target in AY 2017-2018 and AY 2018-2019, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will add resources relating to Professionalism in 2019-2020 to support student learning, as this is a growing concern in the field. This effort to engage in program improvement will strengthen candidates’ knowledge, skills, and dispositions relating to growing as professionals who prepare young children for life and learning in the classroom and beyond.

SLO 4

Course Map: EDUC 5451 *Internship in Early Childhood Education II*

- SLO 4 is assessed through a lesson plan assignment in EDUC 5451 *Early Childhood Internship in Teaching II*, which is candidates’ last course.

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, Lesson Plan)	Candidates will design and implement developmentally appropriate lesson plans that reflect research on best practices in Early Childhood Education.

Measure 4.4. (Direct – Knowledge and Skills)

SLO 4 is assessed through a lesson plan assignment in EDUC 5450 *Early Childhood Internship in Teaching II*, which is candidates’ last course. The assessment is evaluated using a rubric, and the target performance is that 80% of candidates will score at least a “3” on the rubric, which is aligned with the state teacher assessment. A group of faculty and cooperating teachers collaborated to create the lesson planning template to align with (at the time) new Louisiana Compass and Common Core State Standards’

expectations. The template requires candidates to plan for and explain elements of lessons on which in-service teacher evaluations were based. The assessment provides evidence for meeting the state identified standards because it is aligned with InTASC standards, and content validity was established for the instrument. Steps were taken to assure Quality of the assessment/evidence. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous lesson plan work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success:

- CVR mean = .58 with CVR(Critical, 8) = .75 and 13 items (62%) meeting critical value of .75
- ICC = .573. ICC of .4 - .59 reflects “fair” inter-rater agreement, and .6 is considered “good.”

Finding.

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis.

In AY 2017-2018, 100% of candidates met target and scored at least a “3” on each area of the rubric, with a mean score of 3.4 (n =7). At the end of the course, program faculty examined the evidence to determine student learning in each area and determined that more emphasis was needed on Reflecting on Instruction. Action was taken by increasing focus on reflective practice. As a result, scores increased in this area, and 100% of candidates met target in AY 2018-2019.

In AY 2018-2019, candidates’ mean score was 3.48 (n = 10). The mean score was 3 or greater in each category with the exception of Technology, with a mean of 2.90. Faculty are conflicted with this score because many candidates teach preschool, and research consistently supports the notion that hands-on experiences are far superior to one-dimensional experiences in Early Childhood.

Because the assessment is tied to national standards, including InTASC and NAEYC standards, and content validity has been established, candidates’ artifacts demonstrated student learning via mastery of those standards.

Decision, action, or recommendation.

Although 100% of candidates met target in AY 2017-2018 and AY 2018-2019, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will add resources relating to Technology to support student learning. This effort to engage in program improvement will strengthen candidates’ knowledge, skills, and dispositions relating to meeting individual students’ varying needs in the classroom.

SLO 5

Course Map: EDUC 5450 *Early Childhood Internship in Teaching II*

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5951 *Early Childhood Internship in Teaching II*, which is the last course.

Departmental Student Learning Goal	Program Student Learning Outcome
Make responsible decisions and problem-solve, using data to inform actions when appropriate (SPA #5, Student Learning Impact)	Candidates will document positive impact on young children’s learning and development.

Measure 5.1. (Direct – Knowledge, Skills, and Dispositions)

SLO 5 is assessed through a student impact assessment (portfolio) in EDUC 5951 *Early Childhood Internship in Teaching II*, which is the last course. The assessment is evaluated using a rubric, and the target performance is that at least 80% of candidates will score at least a “3” on the rubric.

A group of faculty and cooperating teachers collaborated to create the student learning impact assessment to align with (at the time) new Louisiana Compass and Common Core State Standards’ expectations. The assessment requires candidates to plan for, create, administer, and analyze student learning. Candidates then reflect on and make instructional decisions based on their analyses. A panel of 8 EPP faculty each conducted four independent rubric-based evaluations of anonymous student learning impact work samples submitted by candidates in four different initial teacher preparation programs. Analyses were conducted using the Lawshe Content Validity Ratio (CVR) statistic (validity) and the Fisher Intra-class Correlation Coefficient (ICC) for reliability. To determine criteria for success:

CVR mean = -.03 with CVR(Critical, 11) = .59 and no single item meeting critical value of .59

ICC = .59. ICC of .4 - .59 reflects "fair" inter-rater agreement, and .6 is considered "good."

Finding.

- **AY 2017-2018:** 100% of candidates met target
- **AY 2018-2019:** 100% of candidates met target

Analysis.

AY 2017-2018 data on this assessment show that 100% of candidates (n = 7) met target by scoring at least “3” on the rubric. The mean score was 3.40.

In AY 2018-2019, 100% of candidates met target and scored “Target” on the rubric. Candidates’ mean score was 3.455 (n = 10).

Because the assessment is tied to national standards, including InTASC standards, and content validity has been established, candidates' artifacts demonstrated student learning via mastery of those standards.

Decision, action, or recommendation.

Although 100% of candidates met target in AY 2017-2018 and AY 2018-2019, program faculty have reviewed the evidence to review student learning, and based on the analysis of the results, faculty will add resources relating to data analysis and SLTs to support student learning. This effort to engage in program improvement will strengthen candidates' knowledge, skills, and dispositions relating to meeting individual students' varying needs in the classroom.

Comprehensive Summary of Key Evidence of Improvements Based on Analysis of Results:

Program faculty made several decisions after examining results of data analysis which resulted in improved student learning and program improvement.

- Multiple PRAXIS workshops were offered to candidates, addressing all content areas, and faculty attended PRAXIS workshops themselves to better support student achievement. Also, the university partnered with the Natchitoches Parish Library to offer access to Learning Express, a source for PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.
- Faculty added resources related to Setting instructional outcomes, designing coherent instruction, Designing student assessment, Managing classroom procedures, Managing student behavior, Engaging students in learning, and Using assessment in instruction in Early Childhood courses to provide learner support and prepare candidates for Internship, helping them achieve SLO 2.
- Content addressing Professionalism was added to Early Childhood courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.
- Faculty increased course content on Reflecting on Instruction in ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to provide learner support and help them meet SLO 4.
- Faculty increased focus on higher order thinking skills (HOTS) questions in courses taken prior to ECED 5580 *Early Childhood Practicum: Performance Based Assessment and Documentation* to support student learning and to help them achieve SLO 5.
- Service-learning components were strengthened in each Early Childhood course in the program.

Plan of Action Moving Forward:

Program faculty have examined the evidence and results of data analysis from AY 2018-2019 and will take steps to continue to improve student learning:

- Faculty will offer and attend PRAXIS workshops and partner with the Natchitoches Parish Library to offer access to Learning Express, a source for

PRAXIS test preparation to support candidate learning and their ability to meet SLO 1.

- Faculty will create activities that encourage students to: Include instructional activities that develop objectives, Design & implement lessons requiring students to think creatively/critically, Design methods of evaluation to measure learner outcomes, Organize and use available space, materials, and/or equipment to facilitate learning, Manage and/or adjust allotted time for planned activities, Use techniques and available teaching materials to achieve lesson objectives, Adjust lesson when appropriate, Demonstrate knowledge of content and pedagogy, Stimulate and encourage higher order thinking at the appropriate developmental levels, Encourage student participation through questioning and discussion techniques, and Provide timely feedback to students regarding their progress to help them meet SLO 2.
- Videos and resources relating to Professionalism will be added to Early Childhood courses to facilitate candidates' professional dispositions and enhance their ability to meet SLO 3.
- Faculty will add resources relating to Technology in Early Childhood courses to provide learner support and help them meet SLO 4.
- Faculty will increase focus on data analysis and SLTs to support student learning and to help them achieve SLO 5.
- Service learning will be a stronger focus in each Early Childhood course.