PURDUE UNIVERSITY FORT WAYNE

College of Professional Studies

ECE ANNUAL ASSESSMENT REPORT ASSESSED YEAR: 2020

Department: School of Education

Program: Early Childhood

Contact: Teri Hogg

Date: Last Updated 10-12-20

Section #1: Student Learning Outcomes for the Program

Programmatic Student Learning Outcomes for Early Childhood
STANDARD 1. Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.
STANDARD 2. Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.
STANDARD 3. Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.
STANDARD 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.
STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.
STANDARD 6. Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

Section #2: Traditional Curriculum Map with expected levels of learning identified.

	Student Learning Outcomes by Course and Level Achieved I= Introduced, E= Expanded and Emphasized, R=Reinforced, M=Mastered, A=Assessed														
Standards 1 - 3	**STANDARD 1. Child Development and Learning in Context** Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.					**STANDARD 2. Family–Teacher Partnerships and Community Connections** Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.					**STANDARD 3. Child Observation, Documentation, and Assessment** Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.				
Course Name	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**
EDU 22200 – Early Childhood Multilingual Learners			X					X	X			X			
EDU 24900 – Growth And Development In Early Childhood				X			X						XX		
EDU 31700 – Early Childhood Education Practicum I		X					X					X			
EDU 32700 – Social Studies Methods And The Family: Focus On Young Children										X					
EDU 33300 – Inquiry In Mathematics And Science															
EDU 33500 – Introduction To Early Childhood Education	X					X					X				
EDU 33800 – Administration Of Early Childhood Programs															
EDU 34600 Discipline/Parenting For Young Children	X						X				X				
EDU 34700 - Language Arts For Early Childhood	X	X						X				X			
EDU 34900 - Teaching And Learning For All Young Children I: Focus on Birth To Age 3					X			X				X			X

EDU 35200 - Teaching And Learning In Preschool/Kindergarten					X		X								X
EDU 35500 - Issues In Infancy And Early Childhood Mental Health					X			X							X
EDU 45000 - Child Development Seminar					X					X				X	
EDU 47000 - Practicum (I/T)				X	X				X	X				X	X
EDU 47000 - Practicum (PK)				X	X				X	X				X	X

Traditional Curriculum Map with expected levels of learning identified.

	Student Learning Outcomes by Course and Level Achieved I= Introduced, E= Expanded and Emphasized, R=Reinforced, M=Mastered, A=Assessed														
Standards 4 - 6	**STANDARD 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices** Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.					**STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum** Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.					**STANDARD 6. Professionalism as an Early Childhood** Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.				
Course Name	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**	**I**	**E**	**R**	**M**	**A**
EDU 22200 – Early Childhood Multilingual Learners			X					X				X			
EDU 24900 – Growth And Development In Early Childhood		X					X				X				
EDU 31700 – Early Childhood Education Practicum I		X					X					X			

EDU 32700 – Social Studies Methods And The Family: Focus On Young Children															X
EDU 33300 – Inquiry In Mathematics And Science															
EDU 33500 – Introduction To Early Childhood Education	X					X					X				
EDU 33800 – Administration Of Early Childhood Programs															
EDU 34600 Discipline/Parenting For Young Children			X									X			
EDU 34700 - Language Arts For Early Childhood			X					X					X		
EDU 34900 - Teaching And Learning For All Young Children I: Focus on Birth To Age 3				X					X				X		X
EDU 35200 - Teaching And Learning In Preschool/Kindergarten					X					X		X			
EDU 35500 - Issues In Infancy And Early Childhood Mental Health					X		X					X			
EDU 45000 - Child Development Seminar			X					X						X	
EDU 47000 - Practicum (I/T)				X	X				X	X		X			X
EDU 47000 - Practicum (PK)				X	X				X	X				X	X

Section #2: Baccalaureate Degree Framework Map

☐ **Not Applicable: This program is offered only at the graduate level.**

Programmatic Student Learning Outcome	PFW Baccalaureate Degree Framework					
	Acquisition of Knowledge	Application of Knowledge	Personal and Professional Values	A Sense of Community	Critical Thinking and Problem Solving	Communication
STANDARD 1. Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.	X	X			X	
STANDARD 2. Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.			X	X		X

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STANDARD 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.	X	X	X	X	X	X
STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand	X	X	☐	X	X	☐

pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.						
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Section #3: Description of Department's Assessment Model:

Below, describe how the department/program is assessing student progress to Programmatic SLO's at key common points in matriculation to degree.

Program Assessment System for Early Childhood Education
As a way to monitor progress and development, students are assessed on a regular basis throughout the early childhood education program. The Program Assessment System outlines when data are gathered/administered. Some of the assessment data are completed by the candidate, while others are completed by those who supervise the candidate during field experiences and practicum/student teaching. Requirements for Key Assessments must be met to progress through the program.

Assessments are aligned with the NAEYC standards, InTASC standards, Educational Unit Conceptual Framework and CAEP accreditation categories
as direct evidence of candidate knowledge, skills, and dispositions. To ensure adequacy, all standards and elements have been reviewed and mapped across program courses to assure candidate understanding and to link them to research-based practices for application as an educator. Both quantitative and qualitative data are captured electronically for regular review for the purpose of program improvement

Expectations and Practices

It is expected that in the development and teaching of the courses in the program, faculty will include assignments that build candidate understanding of standard elements assigned to that course and monitor candidate progress through course assessments and Key Assessments. While each element serves to provide specific orientation for each standard, program faculty also are encouraged regularly examine assignments and Key Assessments as a whole so as to move the elements beyond a checklist and into an integrated approach to current teaching practices. Faculty, including both full time faculty and adjuncts, will follow guidelines of the Early Childhood Education Program Assessment System handbook in administering program assessments.

Each semester, program faculty review Key Assessment data and other appropriate data according to the Continuous Improvement Annual Cycle. Aggregated and disaggregated program data are used to identify areas for modification that can lead to improved outcomes. This information is shared internally in the Education Unit and biannually with our Unit Advisory Board who can assist in planning improvement strategies.

It is also expected that candidates view course assignments and Key Assessments as opportunities to check their learning against standard criteria, for it is through that approach that they can determine areas for personal improvement. Every effort is made throughout the program to provide meaningful feedback to candidates to assist in their self-assessment as candidates are provided their individual performance data.

Candidates are required to maintain active Taskstream and GoReact accounts through which Key Assessment assignments are submitted and scored. Candidates must complete all Key Assessments and submit them to Taskstream and/or GoReact to receive credit in the affiliated course. Students may be requested to revise and resubmit their work in order to demonstrate their proficiency toward standards.

Additional Assessments

Program Completer Survey: Approximately sixth months after the last Purdue Fort Wayne course, each program completer is encouraged to respond to a survey on the content, instructional delivery model, and support for the Educational Leadership program. Data remain anonymous and are used for program improvement.

Employer Survey: Principals are asked to complete a survey on the knowledge, skills, and dispositions of the P-3 graduates they employ.

All program data are regularly reviewed by program faculty and shared with the College of Professional Studies Assessment Team, other faculty and the School of Education Advisory Council members, and used to inform and monitor improvements to the program.

Measures:

In the table below, describe when the assessment occurs, expected level of achievement relative to the outcome, and the measure used to evaluate student performance.

#1 State Licensure Exam
#2 Family Project
#3 Lesson Plan & Analysis
#4 Classroom Observation of NAEYC Standards & Conceptual Framework
#5 Impact of Children's Learning
#6 Case Study and Curriculum Development
#7 Documentation of Development and Learning for Infants & Toddlers
#8 Ecological Case Study

STANDARD 1. Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.

When Assessment Occurs	Expected Level of Learning	Measure
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual #5 Framework
EDU 47000/42600	Acceptable	#5 Impact of Children's Learning
EDU 35500	Acceptable	#6 Case Study and Curriculum Development
EDU 34900	Acceptable	#7 Documentation of Development and Learning for Infants & Toddlers
EDU 45000	Acceptable	#8 Ecological Case Study

STANDARD 2. Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.

When Assessment Occurs	Expected Level of Learning	Measure
EDU 32700	Acceptable	#2 Family Project
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual Framework
EDU 45000	Acceptable	#8 Ecological Case Study

STANDARD 3. Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.

When Assessment Occurs	Expected Level of Learning	Measure
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual Framework
EDU 47000/42600	Acceptable	#5 Impact of Children's Learning
EDU 35500	Acceptable	#6 Case Study and Curriculum Development
EDU 34900	Acceptable	#7 Documentation of Development and Learning for Infants & Toddlers

STANDARD 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.

When Assessment Occurs	Expected Level of Learning	Measure
EDU 35200	Acceptable	#3 Lesson Plan & Analysis
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual Framework
EDU 47000/42600	Acceptable	#5 Impact of Children's Learning
EDU 35500	Acceptable	#6 Case Study and Curriculum Development

STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.

When Assessment Occurs	Expected Level of Learning	Measure
Prior to Student Teaching	Acceptable	#1 State Licensure Exam
EDU 35200	Acceptable	#3 Lesson Plan & Analysis
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual Framework
EDU 47000/42600	Acceptable	#5 Impact of Children's Learning

STANDARD 6. Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as members of the early childhood profession.

When Assessment Occurs	Expected Level of Learning	Measure
EDU 32700	Acceptable	#2 Family Project
EDU 47000	Acceptable	#4 Classroom Observation of NAEYC Standards & Conceptual Framework
EDU 34900	Acceptable	#7 Documentation of Development and Learning for Infants & Toddlers

Description of Metrics of Rubric for each Assessment:

In the box below, describe the metrics or rubrics used to evaluate student progress to Programmatic SLO's at key common points in matriculation to degree (Appendix D, Section IV)

Name of Assessment	Description
1. State Licensure Exam	The Praxis Early Childhood: Content Knowledge test (5022) is designed to assess the content knowledge prospective early childhood teachers must have in order to support children's learning in the content areas. The test consists of 120 selected-response questions, each of which pertains to one of six content areas: language and literacy, mathematics, social studies, science, health and physical education, and creative and performing arts. Questions will assess whether the test taker knows the major concepts, skills and tools of inquiry in the content areas; can apply knowledge of the content areas in the context of children's learning; knows the structure of the content areas; and knows how the content areas are interrelated. This test is taken at the end of the ECE program.
2. Family Project	Candidates will communicate with families by conducting interviews of diverse families and show understanding of diverse family and community characteristics with a detailed analysis report. Candidates will develop and practice one-way and two-way communication methods with families as well as develop and practice new ways of involving families at school. Finally, candidates will reflect on their professional growth. This assessment is administered in a required spring course prior to Block 1 of the program.
3. Lesson Plan & Analysis	Developing lesson plans based on developmentally appropriate approaches and instructional strategies requires candidates to integrate child observations, documentation, knowledge of the children, assessment and current research practices. After implementation of the lesson plan, candidates analyze student learning and reflect on their own practice.
4. Classroom Observation of NAEYC Standards & Conceptual Framework	The Practicum Evaluation is used in a Preschool classroom during the fall or spring session in the candidate's final semester and is the 16-week student teaching capstone of the Early Childhood Program. Each candidate is assigned a University Supervisor who visits the candidate in the field at their student teaching placement on three or four separate occasions using the evaluation rubric as the guide for observations. The University Supervisor uses these observations and other artifacts to assess which of the criteria the candidate met at each visit. A final evaluation is culled from these observations after the final visit in field. For a candidate to pass the Practicum and ultimately graduate, the Cooperating Teacher's evaluations are also utilized.
5. Impact of Children's Learning	This assessment, which is completed during the Preschool Practicum at the end of the program, is a chance for each

	candidate to demonstrate practices that were acquired at different points throughout the early childhood education program. Once the candidate has taken over the teaching full-time, they will plan at least three consecutive learning experiences or an on-going project. The candidate will provide a rationale for the teaching based on the context of the classroom, school, and community. The candidate will select assessment tools, including video, to gather data on the group and on three specific children's learning to assess the impact of their teaching. After collecting and analyzing data, the candidate will determine what the children have learned and how they will restructure their teaching in the future.
6. Case Study and Curriculum Development	This case study requires the candidate to complete two parent/family member interviews as well as classroom observations. This is due as three separate papers/assignments. The goal for the candidate is to understand and analyze the behavioral development of a single child and how contextual variables within his/her environment (family, school, peers) impact that development. Additionally, the candidate will develop the ability to foster the social-emotional growth of individual children and address the emerging issues.
7. Documentation of Development and Learning for Infants & Toddlers	Candidates must be skilled in collecting, reflecting on and analyzing data of young children's (birth to age 3) learning and development. This assessment requires candidates to investigate an issue in-depth as it relates to the child the child's family. The candidate will organize the information around a question of interest. This question should go beyond "common knowledge" and demonstrate understanding of key aspects of development and learning during this period. In addition, it should cause the candidate to grapple with the inherent conflicts between home and school life during this period, which result in ethical responsibilities or ethical dilemmas. This assessment is administered in a required spring course offered prior to Block 1 of the program and reflects the candidate's use of course material and scholarly research to answer and analyze the issue.
8. Ecological Case Study	This Eco-Map assessment is used during this capstone class and accompanies the preschool practicum. The candidate will apply what they have learned about child development in a cohesive child study while forming reciprocal partnerships with a child's family members. Candidates will select a child to study, conduct family and teacher interviews, collect data, and construct Eco-Maps with the goal to articulate the candidate's understanding of the interactive and reciprocal nature of development as well as how events in one context impact outcomes in another context.

Dissemination and Planned Improvements Plan:

In the box below, describe how you will use the assessment findings to improve the program and who you will communicate your findings to.

The results of program assessments are shared in a number of different ways. First, our Continuous Improvement Annual Cycle directs faculty to review the data each semester. We hold monthly assessment meetings during which specific data are reviewed and discussed, and plans for continuous improvement are made. Faculty complete an After Action Research (AAR) form via Qualtrics for each assessment reviewed. At the end of the year, the AARs are reviewed as a meta-analysis and additional decisions are made and implemented.

Second, these data are shared with our Unit Advisory Council, which is comprised of community members who represent each program in our unit, and the Teacher Education Council, which is comprised of faculty from our partnership departments on campus in COAS and VPA. Their feedback and insights are shared back with faculty who account for them when making continuous improvement decisions.

Third, the results of these are assessments are shared with our accrediting body, CAEP. The accreditation process also requires that we make the results of assessments public via our website. As the SOE website shows, results of some aspects of the professional behavior rubric are made public.

Section #4: Tracking Assessment Results, Interventions/Innovations, and results of re-assessment.

Program Level Outcome	Assessment	Findings (Discussed as average levels of performance)	Intervention/ Innovation	Findings: Assessment of Interaction/Innovation
STANDARD 1. Child Development and Learning in Context Early childhood educators (a) are grounded in an understanding of the developmental period of early childhood from birth through age 8 across developmental domains. They (b) understand each child as an individual with unique developmental variations. Early childhood educators (c) understand that children learn and develop within relationships and within multiple contexts, including families, cultures, languages, communities, and society. They (d) use this multidimensional knowledge to make evidence-based decisions about how to carry out their responsibilities.	#4 Classroom Observation of NAEYC Standards & Conceptual Framework #5 Impact of Children's Learning #6 Case Study and Curriculum Development #7 Documentation of Development and Learning for Infants & Toddlers #8 Ecological Case Study	Due to Covid in Spring 2020 we do not have data for #7, Documentation. With # 6, performance ranged from 1.14 – 1.61, with 100% of candidates meeting benchmark. For #8 performance was 1.0 for both items. Performance on #5 ranged from 1.33 – 2.0 depending on whether they were working with PK or schoolagers. For #4 100% of the students were at Target level for Standard 1.	Intervention – We expect to collect data for KA #7 Documentation in Spring 2020. No candidates required remediation in academic year 2019-2020. Innovation –NAEYC revised standard 1 to add a new concept for 1d which our assessments do not yet cover. Revision of program assessments need to be made to better track performance to indicators within Standard #1	We have learned that our students understand and can apply their knowledge of children as unique individual learners and learning within the social context of relationships.
STANDARD 2. Family–Teacher Partnerships and Community Connections Early childhood educators understand that successful early childhood education depends upon educators' partnerships with the families of the young children they serve. They (a) know about, understand, and value the diversity in family characteristics. Early childhood educators (b) use	#2 Family Project #4 Classroom Observation of NAEYC Standards & Conceptual Framework #8 Ecological Case Study	Due to Covid in Spring 2020 we do not have data for #2 Family project. In examining the data, we have two pieces of data fall 2019, #4 & #8. All students met benchmark on both assessments, with 25-75% of students at Target on individual items.	Intervention – We expect to collect data for KA #2 Family Project in Spring 2020. No candidates required remediation in academic year 2019-2020. Innovation – NAEYC revised standard 2. Revision of program assessments need to be made to better track performance to indicators within Standard #2	We have learned that our students understand and can apply their knowledge of building relationships with families.

this understanding to create respectful, responsive, reciprocal relationships with families and to engage with them as partners in their young children's development and learning. They (c) use community resources to support young children's learning and development and to support children's families, and they build connections between early learning settings, schools, and community organizations and agencies.				
STANDARD 3. Child Observation, Documentation, and Assessment Early childhood educators (a) understand that the primary purpose of assessments is to inform instruction and planning in early learning settings. They (b) know how to use observation, documentation, and other appropriate assessment approaches and tools. Early childhood educators (c) use screening and assessment tools in ways that are ethically grounded and developmentally, culturally, ability, and linguistically appropriate to document developmental progress and promote positive outcomes for each child. In partnership with families and professional colleagues, early childhood educators (d) use assessments to document individual children's progress and, based on the findings, to plan learning experiences.	#4 Classroom Observation of NAEYC Standards & Conceptual Framework #5 Impact of Children's Learning #6 Case Study and Curriculum Development #7 Documentation of Development and Learning for Infants & Toddlers	Due to Covid in Spring 2020 we do not have data for #7 KA Documentation. Student performance data was evaluated in two courses prior to ST during F'19. The data demonstrated that candidates performed at or above benchmark 95%-100% of the time on the Lesson Plan KA and 86-96% on the Soc/Emot/Beh Case. Determining the strategies most appropriate (3d) based on the data gathered was the lowest category for students (ave 1.11). Students improved their performance on #5 from 17/18 scores, averaging from 1.67-2.0. In terms of performance during the Student Teaching experience, candidates met benchmarks 100% for criteria related to 3b, 3c, and 3d.	Intervention – We expect to collect data for KA #7 Documentation in Spring 2020. Candidates possess a solid understanding of how assessment should inform instruction, how to select tools depending upon the purpose, how to modify tools to be child-appropriate, and how to use data to document process and plan learning experiences. Innovation –We need to review 35200 Lesson Plan for alignment to standards. 5 separate components are aligned with 3a. Reflection components should be analyzed for alignment with 6e. NAEYC revised standard 3. Revision of program assessments need to be made to better track performance to indicators within Standard #3.	We need to explore the question of "if our candidates understand developmentally appropriate assessments so well, why do they rely on test scores when they move into primary classrooms? What else do we need to do to challenge their understanding of appropriate assessment for school-age children?

STANDARD 4. Developmentally, Culturally, and Linguistically Appropriate Teaching Practices Early childhood educators understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages and characteristics and on the settings in which teaching and learning occur. They (a) understand and demonstrate positive, caring, supportive relationships and interactions as the foundation for their work with young children. They (b) understand and use teaching skills that are responsive to the learning trajectories of young children and to the needs of each child. Early childhood educators (c) use a broad repertoire of developmentally appropriate and culturally and linguistically relevant, anti-bias, and evidence-based teaching approaches that reflect the principles of universal design for learning.	#3 Lesson Plan & Analysis #4 Classroom Observation of NAEYC Standards & Conceptual Framework #5 Impact of Children's Learning #6 Case Study and Curriculum Development	In examining the assessments, we have two pieces of data from fall 2019, # 3 Lesson Plan & Analysis and # 6 Case Study and Curriculum Development. Addressing Standard 4, #6 performance ranges from .89 to 1.21. with 89% of students meeting benchmark for 4c, and 68% of students meeting benchmark for 4d. Analysis of #3 Lesson Plan, standard 4 scores ranged from 1.43 to 1.81 with 100% of students meeting benchmark for standard 4c and 81% of student meeting benchmark for standard 4d.	Innovation – While 68% of students met benchmark for standard 4d, this score could be improved. Intervention –NAEYC revised the standard 4 and specifically 4c reads differently with added focus on the culture and language of children. Further analysis of how assessment tools are addressing this standard will be taken into consideration during revisions of the tool to meet the updated NAEYC standard #4.	Standard 4 will need to be revised on key assessments for consistent alignment with the updated revision of NAEYC standards. Additionally, 4d does not exist anymore on the revised standards.
STANDARD 5 Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum Early childhood educators have knowledge of the content of the academic disciplines (e.g., language and literacy, the arts, mathematics, social studies, science, technology and engineering, physical education) and of the pedagogical methods for teaching each discipline. They (a) understand the central concepts, the methods and tools	#1 State Licensure Exam #3 Lesson Plan & Analysis #4 Classroom Observation of NAEYC Standards & Conceptual Framework #5 Impact of Children's Learning	Analysis of #3 and #5 were included for Standard 5. Analysis of #3, N=21)performance ranges among 13 criterion areas were between 1.43 and 1.95. Candidates met 4 of 6 Intasc/CAEP standards at 100% accuracy. 2 of 6 areas that indicated a slight difference (1 student) were in the areas of content knowledge (Intasc 4) and Instructional Practice (Intasc 7).	Intervention: No candidates required intervention in 2019-2020. For Standard 5. Innovation: The state of Indiana is moving to a new exam in September 2021. NAEYC revised standard 5 from "Using Content Knowledge to Build Meaningful Curriculum" to "Knowledge, Application, and Integration of Academic Content in the Early Childhood Curriculum". Revision of program assessments need to be made to better track performance to indicators within Standard #5.	Assessment: Candidates perform well overall in this area. Lower criterion in 5c suggests continued emphasis on designing, implementing, evaluating meaningful curriculum.

of inquiry, and the structures in each academic discipline. Educators (b) understand pedagogy, including how young children learn and process information in each discipline, the learning trajectories for each discipline, and how teachers use this knowledge to inform their practice They (c) apply this knowledge using early learning standards and other resources to make decisions about spontaneous and planned learning experiences and about curriculum development, implementation, and evaluation to ensure that learning will be stimulating, challenging, and meaningful to each child.		Analysis of #5 included two data sets (n=1). Average criterion scores 1.49 and 1.6. Consistently lower criterion area among data was 5c, designing, implementing, evaluating meaningful curriculum.		
STANDARD 6. Professionalism as an Early Childhood Educator Early childhood educators (a) identify and participate as members of the early childhood profession. They serve as informed advocates for young children, for the families of the children in their care, and for the early childhood profession. They (b) know and use ethical guidelines and other early childhood professional guidelines. They (c) have professional communication skills that effectively support their relationships and work young children, families, and colleagues. Early childhood educators (d) are continuous, collaborative learners who (e) develop and sustain the habit of reflective and intentional practice in their daily work with young children and as	#2 Family Project #4 Classroom Observation of NAEYC Standards & Conceptual Framework #7 Documentation of Development and Learning for Infants & Toddlers	Due to Covid in Spring 2020 we do not have data for KA # 2 Family Project or #7 Documentation. For Fall 2019, #4 Classroom Observation, we found that all candidates (n=4) met standard as evidenced by 50% - 100% meeting the Target criteria.	Intervention – We expect to collect data for KA #2 & 7 in Spring 2020. Candidates possess skills as advocates for the profession, using ethical and professional guidelines, the ability to communicate effectively, collaborate, and to reflect on practice. No candidates required intervention in 2019-2020. For Standard 6. Innovation – We noticed that with the change in standard criteria, the Lesson Plan KA needs realigned, adding reflection components to Standard 6e. . Revision of program assessments need to be made to better track performance to indicators within Standard #6.	In analyzing Standard #6, it was determined that changes created by new NAEYC standards will require revisions to existing program assessments for 2021.

members of the early childhood profession.				

Section #5: Disseminating Assessment Results and Planned Interventions/ Innovations

(In the text box below,

Summarize your assessment findings to draw conclusions and describe the cumulative impact of assessment on student learning to date. Discuss your plans for assessment informed interventions or innovations to improve student learning and success. Finally, describe how you will share and solicit input from internal and external constituents.

SUMMARY

Covid-19 in Spring 2020 affected our collection of data. We anticipate the ability to collect data for academic year 2020-2021.

Early Childhood Program candidates consistently demonstrate their ability to understand and apply their knowledge and pedagogical skills through the completion of the required program assessments. We determine success in a variety of ways. Candidates must score Target/Acceptable on rubrics associated with program assessments, performance on the state licensure exams, and through mentor observations.

We considered an ethical dilemma regarding the use and meaning of assessment with young children and desire to explore this question further.

INTERVENTIONS/INNOVATIONS

The National Association of the Education of Young Children (NAEYC) revised the teacher preparation standards in 2020. Program key assessments will be aligned with the new wording of the revised NAEYC program standards.

The School of Education (SOE) provides guidance to programs through the SOE Continuous Improvement Annual Cycle which directs faculty to review the data each semester. Faculty in our program meet monthly to review and reflect on assessment results. These discussions focus on the NAEYC standards and the practice of knowledge and skills for candidates to continue to achieve at their highest levels. Faculty complete an After-Action Research (AAR) form via Qualtrics for each assessment reviewed. At the end of the year, the AARs are reviewed as a meta-analysis and additional decisions are made and implemented.

SHARING WITH EXTERNAL CONSTITUENTS

Data is shared with our Unit Advisory Council, which is comprised of community members who are stakeholders in our program. Their feedback and insights are shared back with faculty who account for them when making continuous improvement decisions. The results of these assessments are shared with our accrediting body, CAEP.