

2007 MASTER PLAN/PROGRESS REPORT

Academic Program: BS Early Childhood Education, Grades PK-3

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Date Submitted: May 2007

Mission: The Bachelor of Science Degree in Early Childhood Education is designed to prepare teacher education candidates for entry into teaching as an Early Childhood Education teacher in Grades PK-3. Additionally, the purpose is to prepare professional educators and life-long learners who will contribute to the cultural and intellectual advancement of the citizens of Louisiana and instill professionalism, collaboration, reflection, and a respect for diversity.

Institutional Mission Reference: The purpose of the Early Childhood Education program reflects the department's focus as it relates to fulfilling state, professional, and national standards. The program purpose is consistent with the university's purpose/mission to "stimulate students to maximum intellectual growth and love of learning, to cultivate the skills necessary for critical thinking and effective expression, to foster understanding of the multicultural world community, and to develop a sense of ethical responsibility."

Assessment Methods Utilized:

- Standardized Exam (nationally normed)
- Standardized Exam (state-normed)
- Major Field Examination
- Internally-developed Examination
- Student Opinion Survey (SOS)
- National Survey of Student Engagement (NSSE)
- Employer Survey
- Graduate Survey
- Alumni Survey
- Exit Survey/Interview/Exam
- Program-specific Survey
- Scoring of Essay
- Portfolio Evaluation
- Capstone Project
- Presentation
- Research Paper
- Research Project
- Course Summary
- Excel Spreadsheet
- Access Database
- Other: Louisiana Teacher Assistance and Assessment Program (LATAAP)
New Teacher Performance Data

Data Repository Location:

Institutional Research

Dean's Office

Departmental Office Files

Faculty/Staff Office Files

Other

Student Learning Outcome 1: Graduates apply critical thinking in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum of 80% of candidates will score 174 or higher on first Praxis I: Reading exam attempt	96% of candidates scored 174 or higher on their first Praxis I: Reading exam attempt	<p>M Candidates performing below the expected level of achievement will be recommended to:</p> <ul style="list-style-type: none"> • Enroll in EDUC 191: Praxis Test-Taking Preparation • Attend Praxis preparation workshops sponsored by the Burton College of Education • Enroll in EDUC 122: Reading/Study Skills
Minimum of 80% of candidates will score 173 or higher on first Praxis I: Writing exam attempt	84% of candidates scored 173 or higher on their first Praxis I: Writing exam attempt	<p>M Candidates performing below the expected level of achievement will be recommended to:</p> <ul style="list-style-type: none"> • Enroll in, re-take, or audit ENGL 101: Freshman Composition and/or ENGL 102: Freshman Composition • Enroll in EDUC 191: Praxis Test-Taking Preparation • Attend Praxis preparation workshops sponsored by the Burton College of Education
Minimum of 80% of candidates will score 172 or higher on first Praxis I: Mathematics exam attempt	81% of candidates scored 172 or higher on their first Praxis I: Mathematics exam attempt	<p>M Candidates performing below the expected level of achievement will be recommended to:</p> <ul style="list-style-type: none"> • Enroll in EDUC 191: Praxis Test-Taking Preparation • Attend Praxis preparation workshops sponsored by the Burton College of Education • Enroll in, re-take, or audit MATH 113: College Algebra
Student teachers will earn 2.0 or higher (on 3.0 scale) mean score on Professional Portfolio reflection pieces	<p>Reflections address (1) technology integration, (2) classroom management, and (3) instructional impact. Mean scores:</p> <ul style="list-style-type: none"> • Technology integration: 2.82 • Classroom management: 2.88 • Instructional impact: 2.9 	<p>R A 100% attainment of expected level of achievement reveals the need to reevaluate the evaluation criteria. Such revision is underway, and the evaluation criteria and rubric will be revised and made more rigorous for fall 2007.</p>
Student teachers will earn 10.0 or higher (on 15.0 scale) mean score on Professional Education Programs' conceptual framework reflection	Mean score: 13.99	<p>R A 100% attainment of expected level of achievement reveals the need to reevaluate the evaluation criteria. Such revision is underway, and the evaluation criteria and rubric will be revised and made more rigorous for fall 2007.</p>

Student teachers will earn 14.0 or higher (on 21.0 scale) mean score on Professional Portfolio's "Impact on Student Learning" analysis and reflection components	Mean score: 20.78	R A nearly 100% attainment of expected level of achievement reveals the need to reevaluate the evaluation criteria. Such revision is underway, and the evaluation criteria and rubric will be revised and made more rigorous for fall 2007.
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Student Learning Outcome 2: Graduates formulate and express ideas effectively through oral, written, and/or technological communications in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum of 95% of candidates score 90% or higher on early childhood practicum curriculum unit plan		
Minimum 4.75 mean score on all Final Field Experience Evaluation (Level III) indicators	Mean score: 4.9	M The Final Field Experience Evaluation (Level III) criteria reflect those of the Louisiana Teacher Assistance and Assessment Program (LATAAP) criteria upon which all new teachers are evaluated to attain permanent teacher certification in Louisiana; therefore, candidates' performance reveal successful preparation for LATAAP assessment. In order to maintain candidates' current performance, faculty will continue to monitor changes in LATAAP criteria and make course content adjustments accordingly.
Minimum 3.75 mean score on all fall 2006 Professional Education Program Exit Survey (i.e., senior exit survey) items	Mean score: 3.8 (Fall 2006 survey results are based on a 4-point scale.)	M Faculty will continue to monitor exit survey results and make adjustments to course content, field experience requirements, and candidate support services as needed per survey results.
Minimum 4.75 mean score on all spring 2007 Professional Education Program Exit Survey (i.e., senior exit survey) items	Mean score: 4.8 (Surveys were revised after the fall 2006 semester, and spring 2007 results are based on a 5-point scale.)	M Faculty will continue to monitor exit survey results and make adjustments to course content, field experience requirements, and candidate support services as needed per survey results.
Minimum 3.50 mean score on all State Teacher Preparation Accountability Survey (STPAS) (i.e., graduate satisfaction survey) items	Data not available from Louisiana Department of Education	D The STPAS was not administered in the year following Hurricane Rita. Thus, these data are not available. This instrument, however, has served and will continue to serve as an assessment measure in teacher education programs.
Minimum 4.75 mean score on Final Field Experience Evaluation (Level III) National Educational Technology Standards for Teachers (NETS-T) Standard IV: Assessment and Evaluation items	Mean score: 4.9	M Faculty will continue to monitor these results. Course content and instructional technology competencies will be revised regularly to reflect the most current tools and practices in instructional technology.

Student Learning Outcome 3: Graduates analyze the global community to make sound judgments in academic and professional environments.

<u>Expected Level of Achievement</u>	<u>Actual Data From Assessment</u>	<u>Actions/Decisions</u>
Minimum 4.75 mean score on all Final Field Experience Evaluation (Level III) Diversity (section III) indicators	Mean score: 4.95	M The Final Field Experience Evaluation (Level III) criteria reflect those of the Louisiana Teacher Assistance and Assessment Program (LATAAP) criteria upon which all new teachers are evaluated to attain permanent teacher certification in Louisiana; therefore, candidates' performance reveal successful preparation for LATAAP assessment. In order to maintain candidates' current performance, faculty will continue to monitor changes in LATAAP criteria and make course content adjustments accordingly.
Minimum 4.75 mean score on all Final Field Experience Evaluation (Level III) Personal/Professional Characteristics (section IV) indicators	Mean score: 4.9	M The Final Field Experience Evaluation (Level III) criteria reflect those of the Louisiana Teacher Assistance and Assessment Program (LATAAP) criteria upon which all new teachers are evaluated to attain permanent teacher certification in Louisiana; therefore, candidates' performance reveal successful preparation for LATAAP assessment. In order to maintain candidates' current performance, faculty will continue to monitor changes in LATAAP criteria and make course content adjustments accordingly.
Minimum 4.75 mean score on Final Field Experience Evaluation (Level III) National Educational Technology Standards for Teachers (NETS-T) Standard VI: Social, Ethical, Legal, and Human Issues items	Mean score: 4.9	M Faculty will continue to monitor these results. Course content and instructional technology competencies will be revised regularly to reflect the most current tools and practices in instructional technology.
Minimum of 80% first attempt pass rate on Praxis II: Early Childhood Education (0020) (1) Nature of the Growth, Development, and Learning of Young Children and (2) Factors that Influence Individual Growth and Development content exam items	100% passage rate on 1 st attempt	D Itemized Praxis II content item data will be collected and used to determine deficiencies in candidate content mastery and used to make necessary course content adjustments.