

Early Childhood Education Grades PK-3 [BS] [ECHD]

Cycles included in this report:
Jun 1, 2018 to May 31, 2019

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Program Name: Early Childhood Education Grades PK-3 [BS] [ECHD]

Reporting Cycle: Jun 1, 2018 to May 31, 2019

1 Is this program offered via Distance Learning?

100% Traditional or less than 50% Distance/Traditional

2 Is this program offered at an off-site location?

Yes

2.1 If yes to previous, provide addresses for each location where 50% or more of program credits may be earned.

McNeese State University at Fort Polk.

3 Example of Program Improvement

2016-2017:

Use of Assessment to Improve Instruction:

1) Content Knowledge: The Department of Teacher Education is involved in ongoing curriculum review of the Early Childhood Education program in order to ensure that candidates are well prepared in the area of content knowledge. In particular, performance measured by course grades and the PRAXIS II Elementary Content Knowledge exam (5018) prior to Sept. 1, 2017 and now (5001) are used to inform recommendations regarding course and programmatic changes. As stated in section IV, course grades along with the passing rate on PRAXIS II (first attempt average pass rate of 73.25%), provides evidence that candidates are acquiring the necessary knowledge to integrate theories and research with respect to each content area (Reading/Language Arts, Mathematics, Social Studies, and Science). Content knowledge is also assessed by the cooperating teachers and university supervisors during the student teaching semester. Five of the seven NAEYC Standards are measured on the Field Experience Evaluation form (FEE) for early childhood. As stated in Section IV, data show positive findings and trends. By incorporating the results of this data with PRAXIS II Elementary Content scores and course grades, it is evident that candidates possess knowledge in the content areas and have an understanding of the central concepts and structures as they relate to the early childhood classroom. A lesson plan format was adopted to correlate with the Louisiana Edition of Charlotte Danielson's Framework for Teaching. The FEE instrument directly correlates to the Danielson framework. Faculty and student teacher candidates are experiencing ongoing training utilizing the above stated instruments for planning and evaluation. Candidates also provide input on the effectiveness of feedback from evaluations through end of semester surveys. These sources of information can then be used to make adjustments to the planning and evaluation instruments. Although the data shows solid evidence that our candidates are able to demonstrate preparedness in the content areas, it does not fully reflect the range of content knowledge our program provides through course work and field experiences. For example, the Early Childhood candidates complete 280 hours of field experiences throughout the early childhood degree plan before the student teaching semester. Through lesson planning, teaching, collaboration, and reflection in each course, all NAEYC Standards are consistently integrated.

2) Pedagogical and Professional Knowledge, Skills, and Dispositions: Data from the Field Experience Evaluation-form (FEE) assessment used to evaluate candidates in the above stated courses and the student teaching semester are reviewed regularly by program faculty, university supervisors, and staff within the Office of Student Teaching and Professional Education Services. With increased use of technology in methodology courses, collaboration continues with area school district in order to provide pre-service teachers the opportunity to further develop technology skills as they relate to teaching and learning. Teacher candidates are required to attend technology seminars prior to and during the student teaching semester. Through this collaborative project candidates are better equipped with the skills necessary to integrate the use of instructional technology (e.g. Promethean Interactive whiteboard technology boards) into daily lessons. Early Childhood candidates are required to use technology in every evaluated lesson in the practicum and student teaching semesters. Use of technology to enhance learning, teaching, and the ability to make appropriate accommodations has had positive results reflected in the data. The addition of

these performance-based evaluation elements has provided faculty the ability to assess mastery of teaching and of content. In addition, through coursework and seminars, the Burton College of Education encourages candidates to become involved with professional teaching organizations which provide a variety of professional development opportunities in their specialty areas. Candidates are encouraged to attend and present at national, regional, and state conferences. At present, the assessments described in this report do not provide clear evidence of candidate experience with these organizations and online resources as addressed in NAEYC Standard 6: Becoming a Professional. Candidates are required throughout the program's coursework to read and summarize journal articles pertaining to methodology issues in early childhood; however, at this time, data is not being collected to reflect this.

3) Student Learning: The semester prior to student teaching, the early childhood candidates complete a portfolio/child case study. The data from this assessment reflects the candidate's ability to interpret the impact of observing and documenting student growth and the tool assists candidates in parent-teacher conferencing. Program faculty uses the portfolio/child case study for data collection to assess student learning in place of the P-12 Learning Analysis. During student teaching, the candidates must complete the P-12 Learning Analysis by selecting a unit of instruction, administering a pre/post assessment on that unit of instruction, and analyzing the student performance results. That analysis requires the candidates to compare the pre/post results and calculate the difference in student performance. Information from this assessment is used by program faculty to develop student teaching seminars and course-embedded workshops to support candidates in the creation of future work samples. Early childhood candidates do complete the P-12 Learning Analysis assignment; and data collection began spring 2017. Throughout the degree program, there are many opportunities for candidates to engage in lesson planning and activities that impact student achievement.

The minimum 80% passage rate on the first attempt on the PRAXIS PLT, 0621, was not met in fall 2015 at 60%; however, it was met in spring 2016 at 86%. It was not met in fall 2016 at 67%, however it was met in spring 2017 at 80%. The sub-score is being used to address specific areas of need which at this time is Assessment.

Due to changes in the school district's collection of student assessment in the pre-kindergarten classroom, the portfolio assessment tool in the McNeese practicum course has been revised. New data will follow.

2017-2018:

Faculty have worked together to clarify instructions and expectations on the lesson plan template used by candidates. As a result, lesson plan scores have improved in 2017-2018.

2018-2019:

Candidates showed improvement in the area of planning for differentiation on the lesson plan. Redesigned courses and the realignment of EDUC 192 and EDUC 202 should increase the preparation of candidates for the PLT.

4 Program Highlights from the Reporting Year

2016-2017:

We implemented a Co-teaching model and professional development for MAT teacher candidates in conjunction with the local P-12 school system. Teacher candidates, cooperating teachers, and university supervisor's work together to build a co-teaching relationship for the teacher candidate's student teaching or intern experience. During multiple professional development opportunities, each member of the triad (teacher candidate, cooperating teacher, and university supervisor) receives information on co-teaching and how to make it successful for all involved in the process, as well as participates in relationship building activities. The goal of the Co-teaching model and professional development is to improve the student teaching or internship experience in order to further the success of our students during their final semester.

A select group of McNeese faculty and CPSB teachers come together to provide professional development and serve as mentors for student teacher candidates in the Believe and Prepare Collaboration. This collaboration instills the Co-Teaching Model.

Selected Early Childhood Candidates participate in the Teacher Residency - Pilot Program, which will be implemented fall 2017.

2017-2018:

- Matriculation rates are at 94%.
- Developed a Diversity committee to address cultural relevance.
- Addressed recruitment with "Geaux Teach" workshop for local high school students.
- Making strides to establish inter-rater reliability for all faculty, cooperating teachers, and university supervisors on the FEE assessment tool.

2018-2019:

- The number of completers (28) for the 18-19 AY is the highest it has been in the past 6 years.
- Enrollment remained consistent from the previous year, after decreasing for the past two years.
- The redesigned ECHD program will provide specific field experiences for candidates in all grade levels in which they will be certified to teach.

5 Program 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.

6 Institutional Mission Reference

The Bachelor of Science in Early Childhood Education supports McNeese State University's fundamental mission to provide successful education of undergraduate students and services to the employers and communities in its region. The Early Childhood Education program prepares students to fulfill their roles in the teaching profession in grades PK-3 and contribute to the cultural and intellectual advancement of the citizens of Louisiana.

7 Assessment and Benchmark Enrollment, Completion, Retention, and Recruitment

Assessment: Enrollment, Completion, Retention, and Recruitment.

CAEP Standard 3

Going beyond traditional approaches of recruitment and partnering with the Office of Admission and Recruiting, the EPP will actively recruit within the community at least two times each academic year.

Benchmark 1: The EPP has set a goal to increase enrollment by 7% across programs each year from fall 2017 to fall 2021 to coincide with the MSU Strategic Plan goal concerning enrollment and recruitment.

Benchmark 2: Create and monitor candidate progress throughout the program. A minimum of 90% of candidates should complete the baccalaureate program in Early Childhood within three years of being accepted into the program.

Outcome Links

LTGC B [Program]

The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

7.1 Data

2016-2017:

- 03/05/2016 - Spring Fling 9:00-12:00, 3 hours
- 10/29/2016 - Cowboy Q&A Day 10:30-1:00, 5 hours

2017-2018:

- 10/21/2017 - Cowboy Q&A Day

- 02/24/2017 - Spring Preview Day

2018-2019:

Early Childhood Education - Enrollment and Completers:

Academic Year	# of students officially enrolled in program with an EDUC 200 packet	# of completers fall semester	# of completers spring semester	Total # of completers
2013-2014	73	6	14	20
2014-2015	53	12	11	23
2015-2016	109	10	14	24
2016-2017	89	9	14	23
2017-2018	78	11	12	23
2018-2019	78	12	16	28

Outcome Links

2013 CAEP Standards [External]

3. Quality, Recruitment, and Selectivity

The provider demonstrates that the quality of candidates is a continuing and purposeful part of its responsibility from recruitment, at admission, through the progression of courses and clinical experiences, and to decisions that completers are prepared to teach effectively and are recommended for certification. The provider demonstrates that development of candidate quality is the goal of educator preparation in all phases of the program. This process is ultimately determined by a program's meeting of Standard 4.

7.1.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Enrollment from 2014-15 increased 51% by 2015-2016. Enrollment dropped 18% from the 2015-2016 year to the year of 2016-2017 which does not meet the enrollment increase goal of 7%.

Early childhood faculty will be present at future Spring Flings and Cowboy Q&A Days. Will have photos and or brochure emphasizing the Early Childhood Program.

2017-2018:

Early Childhood faculty attended Cowboy Q&A Day on October 21st and Spring preview Day on February 24th. A tri-fold with photos and program descriptions was posted on the table. The benchmark was not met. Enrollment dropped 18% from 2016-2017 to 2017-2018 even though the implementation of strategies were fulfilled.

Early Childhood faculty will contact students who have inquired or applied to McNeese State University to enroll in education or who are undecided about a major. Faculty will participate in the Ruffalo Noel Lebitz recruiting initiative.

Achievement of the above goal will be measured by increasing the number of first time students majoring in Early Childhood Education. Through the recruiting initiative, the Early Childhood faculty will require names and contacts for potential students. This first year will be used to set a benchmark for future recruitment efforts.

2018-2019:

Data Analysis:

The benchmark was not met. The officially enrolled number of candidates remained at 78. However, the number of completers increased by 5 from the previous year. This is the highest number of completers in the last 6 years for this program.

Plan for Continuous Improvement:

The goal for the 2019-2020 academic year will be to increase student enrollment by 7% (a

minimum of 83 candidates).

Recommendation for Successful Implementation of Plan for Improvement:

- 1) Advise candidates to submit EDUC 200 packets for official admission into program in a timely manner by following the recommendations for course sequences and test taking.
- 2) Participate in the Education Professions Advising Session after the 14th day of each semester to make connections with candidates and provide guidance for official acceptance into the program.
- 3) Faculty will attend recruitment events such as recruitment fairs, the Sulphur Career Fair, Geaux Teach- Unlock Education, and will visit at least two local high schools with the purpose of recruiting for education programs.
- 4) Promote Ed Rising in the local school districts to recruit to the education profession. Complete process to give credit for two education courses within the program for participation and completion of assessments in the Ed Rising High School Program.

7.2 Data

Completer Matriculation Rates:

Program Type	Cohort Academic Year	Accepted into program	1-2 Years to Grad	3 Years to Grad	4 Years to Grad	5 Years to Grad	Dropped from university	State Completer	Earned Different Degree	Still Enrolled
BACH	2011	68	N=54 79%	N=8 12%			N=5 7%	N=1 2%		
BACH	2012	102	N=57 59%	N=29 28%	N=8 6%		N=5 4%		N=3 3%	
BACH	2013	78	N=65 84%	N=1 1%			N=4 5%		N=6 8%	N=2 2%
BACH	2013-2014	42	N=19 45%	N=16 38%	N=2 5%		N=1 2%		N=4 10%	
BACH	2014-2015	35	N=17 49%	N=7 20%	N=1 3%		N=6 17%		N=4 11%	

Outcome Links

2013 CAEP Standards [External]

3.4

The provider creates criteria for program progression and monitors candidates' advancement from admissions through completion. All candidates demonstrate the ability to teach to college- and career-ready standards. Providers present multiple forms of evidence to indicate candidates' developing content knowledge, pedagogical content knowledge, pedagogical skills, and the integration of technology in all of these domains.

7.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Previous data was reported as a department. This will be the first time that data is reported by individual programs. The information is needed for CAEP. This benchmark has been set for the Early Childhood Program as evidence for SPA and CAEP reports.

83% (N=35) of the candidates who entered the 2013-2014 academic cohort year completed the program within three years. 5% (N=2) candidates completed in four years, 2% of the candidates (N=1) dropped from the University, and 10% (N=4) earned degrees in different programs from McNeese State University.

Early Childhood Faculty will utilize qualitative/quantitative data analysis to develop and implement retention intervention activities. Early Childhood Faculty will follow up with candidates who are eligible to continue but do not continue in the program to learn reasons for departure.

The benchmark was not met, however, the faculty have focused on ensuring that they are advising accurately, evaluating course data, and sequencing the order of courses combined with advising candidates to take Praxis exams after relevant course work.

2018-2019:

Data Analysis:

The benchmark of a minimum of 90% of candidates completing the baccalaureate program in Early Childhood within 3 years of being accepted into the program was not met.

Plan for Continuous Improvement:

The data reported is from the past 5 years. Since data has been reported since 2011, and recommendations and changes have been made, we would anticipate that retention numbers would increase as our efforts have. The goal for 2019-2020 will be to continue to strive for a minimum of 90% of candidates completing the baccalaureate program in Early Childhood within three years of official acceptance into the program.

Recommendation for Successful Implementation of Plan for Improvement:

- 1) Since Praxis tests seem to be one of the roadblocks that candidates face during the program, advisors will promote the Core Academic Skills Praxis Workshop on campus opportunities. The Elementary Education Mathematics Praxis Workshop is also being offered (this is the exam that ECHD takes as well). The Elementary Social Studies Workshop is currently being created and the Elementary Science Workshop is expected to be offered summer 2019.
- 2) The redesigned program sequence will be used by advisers to assist candidates in selecting coursework and taking Praxis exams to enable them to graduate within three years of acceptance into the program.
- 3) Early Childhood faculty will attend the Education Professions Advising Meetings each semester to connect with candidates who are moving into the college from Basic Studies and stress the importance of following the course sequence for the program.

8 Assessment and Benchmark Curriculum Development

Assessment: Curriculum Development.

Curriculum alignment includes:

- InTASC standards
 - Program standards
 - Year-long residency
 - Louisiana Components of Effective Teaching
 - Louisiana Teacher Preparation Competencies
 - Louisiana Student Standards
- CAEP Standard 2

Benchmark: All program faculty will meet at least twice an academic year to discuss curriculum changes/implementation, assessment data, and progress monitoring of action plans.

Prior to 2016-2017, the benchmark was program faculty meets three times per academic year to review student progress, curricular offerings, and appropriate professional contacts and opportunities.

8.1 Data

2014-2015:

Spring 2015:

- February 20, 2015 - CLASS consulting with CPSB
- May 11, 2015 - DEP Faculty Meeting - Master Plan 10:30-12:30
- May 13, 2015 - Master Plan 10:30-12:00

2015-2016:

Fall 2015:

- August 18, 2015 - BCOE Meeting 1:00
- August 19, 2015 - DEP Meeting 9:00-10:00
- ECE small group meeting 12:20-1:30
- October 8, 2015 - Turnitin Plagiarism 3:00-4:00

Spring 2016:

- January 12, 2016 - QEP with Dr. John Gardner 9:30-5:00
- January 13, 2016 - QEP 9:45-12:00
- DEP Faculty meeting (General Information) 2:00-4:30
- January 29, 2016 - DEP Faculty Meeting (CAEP) 10:00-12:30
- Feb 1-4, 2016 - Tara Chaumont and Laura Fontenot CLASS re-certification
- February 17, 2016 - QEP Focus Group 12:30-2:00
- CAEP Meeting 3:00-4:00
- February 18, 2016 - CPSB - Believe and Prepare
- February 19, 2016 - CPSB - Believe and Prepare
- March 14, 2016 - ECE advising meeting
- March 17, 2016 - CAEP Meeting
- March 21, 2016 - CPSB - Believe and Prepare (Presenters)
- April 18, 2016 - CAEP Meeting
- May 16, 2016 - DEP Workshop/SPA
- May 17, 2016 - DEP workshop/SPA
- May 26, 2016 - CAEP Webinar 3:00

2016-2017:**DEP Meetings:**

- 01/12/2016 - Quality Enhancement Program (QEP) Campus wide discussion on advising strategies
- 01/13/2016 - DEP meeting 2:00-4:30 - Lesson planning and rubric revisions, 2.5 hours
- 01/29/2016 - ECE Faculty meeting 10:00-12:30, 5 hours
- 03/14/2016 - ECE Advising meeting 1:00-2:15, 15 hours
- 04/06/2016 - DEP Faculty meeting 12:20-2:00, 40 hours
- 05/16/2016 - Assessment for specific curriculum
- 08/08/2016 - Collaboration Partners with a Purpose, 10:00-2:00, 4 hours
- 08/15/2016 - DEP meeting 9:00-12:30, (SPA)1:00-4:30, 7 hours
- 10/26/2016 - DEP Faculty meeting, 3:00-5:00, 2 hours
- 11/07/2016 - InTASC Student Learning Targets 11:00-1:00, 2 hours
- 11/08/2016 - InTASC Student Learning Targets 11:00-3:00, 4 hours
- 12/07/2016 - DEP ECE data 9:00-12:00, 1-4:30, 5 hours
- 12/08/2016 - DEP 9:15-12:00, ECE/PBC data 1:00-4:30, 15 hours

2017-2018:

Data table is attached.

2018-2019:

Data table is attached

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS_ECHD_Curriculum Development

Early Childhood Education Curriculum Development

Outcome Links

2013 CAEP Standards [External]

2.1

Partners co-construct mutually beneficial P-12 school and community arrangements, including technology-based collaborations, for clinical preparation and share responsibility for continuous improvement of candidate preparation. Partnerships for clinical preparation can follow a range of forms, participants, and functions. They establish mutually agreeable expectations for candidate entry, preparation, and exit; ensure that theory and practice are linked; maintain coherence across clinical and academic components of preparation; and share accountability for candidate outcomes.

2.3

The provider works with partners to design clinical experiences of sufficient depth, breadth, diversity, coherence, and duration to ensure that candidates demonstrate their developing effectiveness and positive impact on all students'™ learning and development. Clinical experiences, including technology-enhanced learning opportunities, are structured to have multiple performance-based assessments at key points within the program to demonstrate candidates'™ development of the knowledge, skills, and professional dispositions, as delineated in Standard 1, that are associated with a positive impact on the learning and development of all P-12 students.

5.3

The provider regularly and systematically assesses performance against its goals and relevant standards, tracks results over time, tests innovations and the effects of selection criteria on subsequent progress and completion, and uses results to improve program elements and processes.

8.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Department of Education Professions is up for CAEP site visit in the spring of 2017; therefore, faculty have been meeting in preparation.

Early Childhood Faculty recertified in "CLASS", which is a Classroom Assessment Scoring System, utilized in Head-Start and Pre-Kindergarten classrooms. Certification enables faculty to work directly with district cohorts.

Program faculty meets at regular intervals throughout the year to discuss advising methods and program implementation.

Program Faculty will continue to collaborate with local districts to strengthen our program and prepare our teacher candidates to fully meet district needs.

2016-2017:

01/29/2016; SPA and CAEP data to be collected by ECE Faculty

03/14/2016; ECE faculty addressed advising policies/procedures

12/07-08/2016; Gathering, analyzing, and loading data from fall 2016 semester for Master Plans, SPAS, and CAEP.

- During the QEP meeting, faculty discussed advisement strategies and procedures to enhance student retention and graduation rates.
- Faculty discussed lesson plan template and decided to use a more universal format in professional education courses.
- Rubrics for specific assessments were evaluated and changed to align with CEC standards.
- Assignments were evaluated to identify strengths and weaknesses and changed to reflect rigor of the course.

2017-2018:

The recommendations for the Early Childhood Faculty were to collaborate with local school districts to strengthen the program and prepare teacher candidates to fully meet district needs.

The benchmark was met and exceeded with Early Childhood Education faculty participating in professional development and recruitment meetings. Early Childhood Education faculty also collaborated with district cooperating teachers where candidates were placed for field experiences throughout the year.

In 2018-2019, the Early Childhood Education faculty will convene meetings with faculty from other content areas to enhance the curriculum and instruction for Early Childhood Education candidates. Early Childhood Education Faculty will participate in professional development for technology in curriculum development. Early Childhood Education faculty will participate in and require candidates to participate in community partnerships.

The recommendations to support the success of the set goal will be assessed through the number of documented meetings and the enhancements for the Early Childhood Education curriculum and instruction. Documentation of the community partnership events that faculty and candidates attend will also support achievement of the goal.

2018-2019:

The recommendations for the Early Childhood Education program were to meet with faculty from other content areas to enhance curriculum and development for ECHD candidates.

ECHD faculty will participate in PD for technology in curriculum development. ECHD faculty will also participate in community partnerships. During the 2018-2019 academic year, Early Childhood and methods course faculty were part of the Dean's for Impact Collaborative which focused on the mathematics course sequence for the early childhood and elementary education candidates. Additionally, ECHD faculty collaborated with CPSB and the surrounding districts to redesign the program sequence to create an innovative model with a one-year teacher residency. EDTC 245 course content was also revised to contain information relevant to the current PK-12 classroom. The benchmark was met as ECHD faculty participated in professional development, recruitment activities, community activities, and revision of coursework. The recommendations for the 2019-2020 academic year would be to assess coursework in relation to standards and outcomes in order to continuously improve candidate performance. ECHD faculty will meet to discuss the progression of standards and outcomes as candidates move through coursework. Faculty will also review assessment tools to determine if the items assessed are in line with the intended outcomes.

9 Assessment and Benchmark PRAXIS II Content

NAEYC Standard 5

Assessment: ECHD SPA Assessment 1, Praxis II

Praxis II exam (0014) & Praxis II exam became all computer based (5014)

Louisiana Teacher General Competency B: The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

NAEYC 1a: Knowing and understanding young children’s characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 3a: Understanding the goals benefits and uses of assessment

NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

InTASC standards included: 4

Knowledge:

Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Candidate will pass their Praxis content area exam before entering their student teaching/intern semester.

CAEP Standard 1

Benchmark: A minimum of 80% of graduate candidates will have passed the Praxis Content Exam (5014/5018 or 5001(5002, 5003, 5004, 5005)) on the first attempt.

Outcome Links

LTGC B [Program]

The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

2013 InTASC Standards [External]

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

9.1 Data

BS Early Childhood Education - Praxis Content Exam (Elementary Content)

#5014/5018/5001(5002, 5003, 5004, 5005):

All BS Early Childhood	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
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Education Content	2013	2014	2014	2015	2015	2016	2016	2017	2017	2018
% Pass 1st attempt	78%	78%	78%	N/A	80%	86%	78%	64%	86%	73%

All BS Early Childhood Education Content	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
% Pass 1st attempt	58%	52%								

Early Childhood Education		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Combined	Number	10	14	9	14	14	30
	% Pass 1st attempt	80%	86%	78%	64%	86%	73%
#0014/5014 overall	Number	10	14	7	8	2	0
	Mean	162	172	157	168	167	
	Range	156-175	161-185	150-180	157-177	151-183	
	% Pass 1st attempt	80%	86%	71%	75%	100%	
#0014/5914 breakdown:	Number	8	10	5	8	1	
Reading	Mean	24	22	23	26	26	
	Range	14-28	19-27	21-26	21-28	26	
Mathematics	Mean	19	21	21	21	26	
	Range	14-28	14-28	19-24	17-26	26	
Social Studies	Mean	19	17	18	19	21	
	Range	14-25	12-20	14-23	16-24	21	
Science	Mean	20	21	18	22	29	
	Range	16-25	13-27	14-22	19-25	29	
#5018 overall	Number			2	6	8	6
	Mean			169	171	171	171
	Range			163-175	166-180	164-180	160-179
	% Pass 1st attempt			100%	50%	100%	67%
#5018 breakdown:	Number			2	6	8	6
Reading	Mean			33	31	32	29
	Range			30-35	25-34	28-35	26-32
Mathematics	Mean			26	27	28	27
	Range			23-29	21-28	21-34	24-29
Social Studies	Mean			15	13	13	12
	Range			14-16	10-18	9-16	9-16
Science	Mean			13	14	14	14
	Range			11-15	12-17	11-18	11-18
#5001 Multiple Subjects	Number					1	24
	% Pass 1st attempt					0%	33%
	Number					1	6
	Mean					158	169

#5002 Reading overall	Range					158	160-186
	% Pass 1st attempt					100%	83%
#5002 breakdown:	Number					1	6
Reading	Mean					31	22
	Range					31	19-25
Writing, Speaking, Listening	Mean					33	24
	Range					33	
#5003 Math overall	Number					1	6
	Mean					157	172
	Range					157	157-184
	% Pass 1st attempt					100%	100%
#5003 breakdown:	Number					1	6
Numbers and Operations	Mean					12	13
	Range					12	11-16
Algebraic Thinking	Mean					8	8
	Range					8	5-10
Geometry and Measurement; Data; Statistics; Probability	Mean					6	8
	Range					6	7-9
#5004 Social Studies overall	Number					1	6
	Mean					158	166
	Range					158	157-178
	% Pass 1st attempt					0%	67%
#5004 breakdown:	Number					1	6
United States History; Government; Citizenship	Mean					15	18
	Range					15	16-20
Geography; Anthropology; Sociology	Mean					10	10
	Range					10	7-13
World History and Economics	Mean					11	9
	Range					11	7-10
#5005 Science overall	Number					1	6
	Mean					164	167
	Range					164	159-184
	% Pass 1st attempt					0%	50%
#5005 breakdown:	Number					1	6
Earth Science	Mean					9	10
	Range					9	7-13
Life Science	Mean					14	13
	Range					14	10-17
	Mean					12	12

Physical Science		Range				12	10-15
Early Childhood Education		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Combined	Number	36	52				
	% Pass 1st attempt	58%	52%				
#0014/5014 overall	Number						
	Mean						
	Range						
	% Pass 1st attempt						
#0014/5014 breakdown:	Number						
Reading	Mean						
	Range						
Mathematics	Mean						
	Range						
Social Studies	Mean						
	Range						
Science	Mean						
	Range						
#5018 overall	Number	4	4				
	Mean	171	174				
	Range	163-177	166-183				
	% Pass 1st attempt	75%	50%				
#5018 breakdown:	Number	4	4				
Reading	Mean	30	30				
	Range	26-34	25-33				
Mathematics	Mean	29	32				
	Range	24-33	29-35				
Social Studies	Mean	14	15				
	Range	11-18	14-17				
Science	Mean	14	16				
	Range	11-18	15-17				
#5001 Multiple Subjects	Number	8	12				
	% Pass all four portions on the 1st attempt	25%	0%				
#5002 Reading overall	Number	8	12				
	Mean	172	168				
	Range	164-186	157-181				
	% Pass 1st attempt	63%	67%				
#5002 breakdown:	Number	8	12				

Reading	Mean	23	21				
	Range	21-27	18-24				
Writing, Speaking, Listening	Mean	24	24				
	Range	22-29	18-29				
#5003 Math overall	Number	8	12				
	Mean	167	177				
	Range	158-188	158-198				
	% Pass 1st attempt	75%	75%				
#5003 breakdown:	Number	7	11				
Numbers and Operations	Mean	12	12				
	Range	9-15	10-14				
Algebraic Thinking	Mean	8	8				
	Range	7-9	6-12				
Geometry and Measurement; Data; Statistics; Probability	Mean	7	9				
	Range	6-9	7-11				
#5004 Social Studies overall	Number	8	12				
	Mean	161	163				
	Range	155-175	155-175				
	% Pass 1st attempt	25%	25%				
#5004 breakdown:	Number	8	12				
United States History; Government; Citizenship	Mean	16	17				
	Range	13-19	13-22				
Geography; Anthropology; Sociology	Mean	10	11				
	Range	8-12	9-14				
World History and Economics	Mean	9	8				
	Range	7-12	5-11				
#5005 Science overall	Number	8	12				
	Mean	166	164				
	Range	161-173	159-174				
	% Pass 1st attempt	63%	42%				
#5005 breakdown:	Number	7	12				
Earth Science	Mean	9	9				
	Range	6-13	7-11				
Life Science	Mean	12	12				
	Range	11-14	10-14				
Physical Science	Mean	11	12				
	Range	9-13	9-16				

9.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Benchmark met. In 2015-2016, students who took the Praxis II achieved higher scores than

the past two years.

2016-2017:

As of fall 2017 the Praxis content Exam will change format again as a multiple content area exam or individual content area exams.

It actually did not change format again. 5018 will no longer be offered; however 5001 (which is all of the following: 5002/ELA, 5003/MATH, 5004/SOC STUDIES, 5005/SCIENCE)

On the Praxis test 0014/5014 the content area of social studies is consistently lower than other content areas with the area of reading having the highest scores.

At the point of this test, most candidates would not have taken the Social Studies methods course while they would have been exposed to one or two reading courses.

2017-2018:

The benchmark for the combined fall 2017 and spring 2018 semester was not met as there was a 55% first time pass rate.

Data reflect that social studies and science content areas on the exams, no matter which content exam was taken, were consistently lower than math and reading content areas.

The benchmark for 2018-2019: 80% or higher of candidates will pass the Praxis Content Exam on the first attempt.

Early Childhood Education faculty will analyze 5002-5005 Praxis data, since this is the current exam being administered for certification purposes, from previous Early Childhood Education candidates to identify factors (when the exam is taken during the program, course content addressing testing topics, candidate GPA, etc.) affecting score performance. Content areas for social studies and science will be prioritized in the analysis.

Faculty will create Praxis study resources and review the resources with candidates. Early Childhood Education Faculty will compare content course learning outcomes with Praxis content area study materials to determine if appropriate content is covered; if necessary, Early Childhood Education faculty will meet with course content faculty to request learning outcome revisions in content courses.

2018-2019:

Data Analysis:

The benchmark was not met. Twenty-five percent of the candidates passed the Praxis Content exam on the first attempt. This includes 5/8 (63%) candidates passing 5018 on the first attempt and 2/20 (10%) candidates passing 5001 on the first attempt (all portions included- 5002, 5003, 5004, and 5005).

Plan for Continuous Improvement:

The goal for 2019-2020 will be to have a minimum of 80% of candidates passing the Praxis Content Exam on the first attempt.

Recommendation for Successful Implementation of Plan for Improvement:

1. Praxis workshops will be offered for Elementary Education: Mathematics (5003) during the fall 2019 and spring 2020 semesters. Elementary Social Studies and Elementary Science Praxis workshops are currently being created and are expected to be offered by summer 2020.
2. EDUC 334: Math Methods I will take a pretest aligned to the types of questions found on Praxis 5003. The instructor will then use this information for reinforcement opportunities throughout the semester.
3. In the redesign of the Early Childhood Education program, a new course will be dedicated to Social Studies Methods and supplemented with topics and materials found on the Praxis 5004.
4. Faculty will advise candidates to not take all four content areas on one day, but instead to focus on and prepare for each content area individually using recommended materials and workshops.

ECHD SPA Assessment 3 Planning

Assessment: EDUC 420: Early Childhood Practicum II

Comprehensive Unit Plan is assessed during the kindergarten practicum via a rubric that is based on a lesson plan template that is aligned with Common Core State Standards and utilized by the Department of Education Professions.

Louisiana Teacher General Competency F: The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

Louisiana Teacher General Competency G: The teacher candidate develops and applies instructional supports and plans for an Individual Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

InTASC standards included: 1, 2, 4, 5, 7, 8

Knowledge:

Learner Development: InTASC Standard 1 - The candidate determines how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas

Learning Differences: InTASC Standard 2 - The candidate identifies individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards

Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches

Application of Content: InTASC Standard 5 - The candidate decides how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues

Planning for Instruction: InTASC Standard 7 - The candidate draws upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context to plan instruction that supports every student in meeting rigorous learning goals

Skills:

Instructional Strategies: InTASC Standard 8 - The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

NAEYC Standard 1

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 3a: Understanding the goals benefits and uses of assessment

NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

CAEP Standard 1

Benchmark: Candidates will have a minimum score of 3 (Proficient) in each criterion from the Comprehensive Unit Plan rubric administered in EDUC 420: Early Childhood Assessment and Practicum II.

Outcome Links

LTGC F [Program]

The teacher candidate differentiates instruction, behavior management techniques, and the learning environment in response to individual student differences in cognitive, socio-emotional, language, and physical development.

LTGC G [Program]

The teacher candidate develops and applies instructional supports and plans for an Individualized Education Plan (IEP) or Individualized Accommodation Plan (IAP) to allow a student with exceptionalities developmentally appropriate access to age- or grade-level instruction, individually and in collaboration with colleagues.

2013 InTASC Standards [External]

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

4b Effective Strategies & Tools

4b: Knowing and understanding effective strategies and tools for early education

4d Reflection

4d: Reflecting on own practice to promote positive outcomes for each child

10.1 Data

Comprehensive Unit Plan		Fall 2015 N=15				
Standard	Criteria on Rubric	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Integrations of Technology	0	1	2	12	14
		0%	6%	14%	80%	94%
4b	Introductory Activities	0	0	1	14	15
		0%	0%	6%	94%	100%
4b	Learning Activities	0	1	0	14	14
		0%	6%	0%	94%	94%
4b	Seed Questions	0	2	2	11	13
		0%	13%	13%	74%	87%
4d	How Special Needs will be met	0	0	0	15	15
		0%	0%	0%	100%	100%
4d	Accommodations/ Modifications	0	0	0	15	15
		0%	0%	0%	100%	100%

Comprehensive Unit Plan		Spring 2016 N=6				
Standard	Criteria on Rubric	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Integrations of Technology	0	0	0	6	6
		0%	0%	0%	100%	100%
4b	Introductory Activities	0	0	1	5	6
		0%	0%	16%	84%	100%
4b	Learning Activities	0	0	2	4	6
		0%	0%	33%	66%	100%
4b	Seed Questions	0	0	1	5	6
		0%	0%	16%	84%	100%
4d	How Special Needs will be met	0	0	0	6	6
		0%	0%	0%	100%	100%
4d	Accommodations/ Modifications	0	0	0	6	6
		0%	0%	0%	100%	100%

Comprehensive Unit Plan			Fall 2017				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b	Integrations of Technology	11	0	0	0	11	11
			0%	0%	0%	100%	100%
4b	Introductory Activities	11	0	0	0	11	11
			0%	0%	0%	100%	100%
4b	Learning Activities	11	0	1	2	8	10
			0%	9%	18%	73%	91%
4b	Seed Questions	11	1	0	3	7	10
			9%	0%	27%	64%	91%
4d	How Special Needs will be met	11	0	0	2	9	11
			0%	0%	18%	82%	100%
4d	Accommodations/ Modifications	11	0	0	0	11	11
			0%	0%	0%	100%	100%

Comprehensive Unit Plan			Spring 2018				
Standard	Criteria	#	Ineffective	Emerging	Proficient	Highly Effective	# of students

	on Rubric		0 points	1 point	3 points	5 points	with passing score
4b	Technology	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	0	0	1	11	12
			0%	0%	8%	92%	100%
4b	Method: Independent Practice	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	0	10	2	12
			0%	0%	83%	17%	100%
4d	Narrative Explanation of how Special Needs will be met	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product, Process	12	0	0	2	10	12
			0%	0%	17%	83%	100%

Comprehensive Unit Plan			Fall 2018				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	1	0	1	10	11
			8%	0%	8%	84%	92%
4b	Method: Independent Practice	12	0	0	0	12	12
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	2	7	3	10
			0%	17%	58%	25%	83%
4d	Narrative Explanation of how Special Needs will be met	12	0	0	2	10	12
			0%	0%	17%	83%	100%
	Differentiation		0	0	0	12	12

4d	by Content, Product, Process	12	0%	0%	0%	100%	100%
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Comprehensive Unit Plan			Spring 2019				
Standard	Criteria on Rubric	#	Ineffective 0 points	Emerging 1 point	Proficient 3 points	Highly Effective 5 points	# of students with passing score
4b 4d	Technology	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b	Method: Modeled	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b	Method: Collaborative Practice	12	0	0	1	15	16
			0%	0%	7%	93%	100%
4b	Method: Independent Practice	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4b 4d	Pre-planned SEED Questions	12	0	2	10	4	14
			0%	12%	63%	25%	88%
4d	Narrative Explanation of how Special Needs will be met	12	0	0	0	16	16
			0%	0%	0%	100%	100%
4d	Differentiation by Content, Product, Process	12	0	0	1	15	16
			0%	0%	7%	93%	100%

Rubric Element	InTASC Standard		Fall 2015	Spring 2016	Fall 2016	Spring 2017
Essential Questions		Number	10	14	9	14
		Mean	1.1	1.00	2.11	1.86
		Range	1.00-2.00	1.00	1.00-3.00	1.00-4.00
		% Proficient or Higher	0%	0%	33%	36%
Content Standards		Number	10	14	9	14
		Mean	2.7	2.93	2.78	4.00
		Range	2.00-4.00	2.00-3.00	2.00-3.00	4.00
		% Proficient or Higher	60%	93%	78%	100%
		Number	10	14	9	14
		Mean	2.6	2.86	2.22	3.71
		Range	2.00-4.00	2.00-3.00	2.00-3.00	2.00-4.00

Student Outcomes		% Proficient or Higher	50%	79%	82%	93%
Technology		Number	10	14	9	14
		Mean	2.00	2.7	3.00	2.64
		Range	2.00	2.00-3.00	2.00-4.00	2.00-4.00
		% Proficient or Higher	0%	57%	89%	57%
Education Materials		Number	10	14	9	14
		Mean	3.4	3.29	3.22	3.86
		Range	2.00-4.00	2.00-4.00	2.00-4.00	3.00-4.00
		% Proficient or Higher	90%	79%	89%	100%
Procedures		Number	10	14	9	14
		Mean	2.9	3.14	2.89	3.79
		Range	2.00-4.00	1.00-4.00	2.00-4.00	3.00-4.00
		% Proficient or Higher	70%	64%	67%	100%
Lesson "Hook"		Number	10	14	9	14
		Mean	2.9	3.57	3.00	3.79
		Range	1.00-4.00	1.00-4.00	2.00-4.00	3.00-4.00
		% Proficient or Higher	70%	93%	67%	100%
Pre-Planned (Seed) Questions		Number	10	14	9	14
		Mean	2.7	3.21	2.78	3.43
		Range	1.00-4.00	2.00-4.00	2.00-4.00	2.00-4.00
		% Proficient or Higher	50%	93%	56%	88%
Modeled, Guided, Collab. & Ind. Practice		Number	10	14	9	14
		Mean	2.7	3.21	3.00	3.79
		Range	2.00-4.00	1.00-4.00	2.00-4.00	2.00-4.00
		% Proficient or Higher	60%	86%	78%	93%
Closure		Number	10	14	9	14
		Mean	2.6	3.00	2.44	3.5
		Range	1.00-3.00	1.00-4.00	1.00-4.00	2.00-4.00
		% Proficient or Higher	80%	71%	84%	88%
Formative/Summative		Number	10	14	9	14
		Mean	3.2	2.71	2.89	4.00
		Range	2.00-4.00	1.00-3.00	1.00-4.00	4.00

Assessment		% Proficient or Higher	90%	79%	67%	100%
Relevance & Rationale	Number		10	14	9	14
	Mean		2.5	2.43	2.78	3.00
	Range		2.00-4.00	2.00-3.00	2.00-4.00	2.00-4.00
	% Proficient or Higher		40%	71%	56%	71%
Exploration, Extension, Supplemental	Number		10	14	9	14
	Mean		2.3	2.43	3.11	2.83
	Range		1.00-3.00	1.00-4.00	2.00-4.00	1.00-4.00
	% Proficient or Higher		40%	50%	78	88%
Differentiation	Number		10	14	9	14
	Mean		1.3	1.93	2.67	3.86
	Range		1.00-3.00	1.00-2.00	1.00-4.00	3.00-4.00
	% Proficient or Higher		10%	0%	67	100%

Rubric Element	InTASC Standard		Fall 2017	Spring 2018	Fall 2018	Spring 2019
Professional Writing		Number	10	11	12	16
		Mean	4.00	4.00	4.00	4.00
		Range	4.00	4.00	4.00	4.00
		% Proficient or Higher	100%	100%	100%	100%
Content Standards		Number	10	11	12	16
		Mean	4.00	3.75	4.00	4.00
		Range	4.00	1.00-4.00	4.00	4.00
		% Proficient or Higher	100%	92%	100%	100%
Student Outcomes		Number	10	11	12	16
		Mean	3.80	4.00	3.92	3.56
		Range	3.00-4.00	4.00	3.00-4.00	3.00-4.00
		% Proficient or Higher	100%	100%	100%	100%
Technology		Number			12	16
		Mean			4.00	3.94
		Range			4.00	3.00-4.00
		% Proficient			100%	100%

		or Higher				
Education Materials		Number				
		Mean				
		Range				
		% Proficient or Higher				
Procedures		Number	10	11	12	16
		Mean	3.80	3.50	3.75	4.00
		Range	3.00-4.00	2.00-4.00	2.00-4.00	4.00
		% Proficient or Higher	100%	92%	92%	100%
Lesson "Hook"		Number	10	11	12	16
		Mean	3.60	3.83	3.75	3.69
		Range	2.00-4.00	3.00-4.00	3.00-4.00	2.00-4.00
		% Proficient or Higher	90%	100%	100%	94%
Pre-Planned (Seed) Questions		Number				
		Mean				
		Range				
		% Proficient or Higher				
Modeled, Guided, Collab. & Ind. Practice		Number	10	11	12	16
		Mean	3.50	3.67	3.75	4.00
		Range	3.00-4.00	2.00-4.00	2.00-4.00	4.00
		% Proficient or Higher	100%	92%	92%	100%
Closure		Number	10	11	12	16
		Mean	4.00	3.83	3.75	4.00
		Range	4.00	3.00-4.00	1.00-4.00	4.00
		% Proficient or Higher	100%	100%	92%	100%
Formative/Summative Assessment		Number	10	11	12	16
		Mean	3.60	3.92	3.92	4.00
		Range	2.00-4.00	3.00-4.00	3.00-4.00	4.00
		% Proficient or Higher	90%	100%	100%	100%
Relevance & Rationale		Number				
		Mean				
		Range				
		%				

		Proficient or Higher				
Exploration, Extension, Supplemental		Number				
		Mean				
		Range				
		% Proficient or Higher				
Differentiation		Number	10	11	12	16
		Mean	3.90	2.83	3.33	4.00
		Range	3.00-4.00	1.00-4.00	1.00-4.00	4.00
		% Proficient or Higher	100%	67%	75%	100%

10.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Rubric implemented in 2015-2016 academic year. Program faculty revised rubric so that data reflects disaggregation by standard and element, as well as percentages for competency level. Faculty pulled fall 2015 and spring 2016 candidate rubrics and re-graded content for verification of data. A competency score of 3 (proficient) was set by faculty as a minimum score for candidates to effectively demonstrate understanding of each element assessed. After reviewing spring 2016 data, faculty determined there was a lack of correlation with learning activities to stated outcomes and given assessments along with corresponding seed questions. Program faculty will address each area of need in the learning activities section of the lesson plan during classroom instruction or as candidates express a need.

2016-2017:

For the Essential Question element, early childhood candidates were not required to pose a question. Candidates are mainly teaching baseline skills. Candidates scored at 36% out of 100% in spring 2017. This element will not be required of early childhood candidates. Other elements such as content standards, student outcomes, lesson hook, procedures, and educational materials, candidates have scored very well (67% to 100%) due to consistency of instruction and rigor required of instructors.

Instructors will plan and implement additional strategies to improve scores for formative/summative assessment which is currently at 67% and seed questions which is at 56%

Faculty will utilize new lesson plan template with specific content criteria to facilitate lesson planning instruction.

2017-2018:

Benchmark was met with 97% of the candidates scoring at proficiency or above on all elements in the Comprehensive Unit Plan Rubric.

Two areas on the rubric that were of concern from 2016-2017 were SEED questions and Formative/Summative assessments. For 2017-2018, on the SEED questions element, 91% of the candidates scored at the proficiency level or higher in fall 2017 and 100% in spring 2018.

Early Childhood Education faculty will revise the Comprehensive Unit Plan rubric for fall 2018 in compliance with the DEP lesson plan rubric and NAEYC standards. Learning outcomes in EDUC 420 will prioritize emphasis in the areas of developmentally appropriate seed questions, formative, and summative assessment.

2018-2019:

Data Analysis:

The benchmark of three (Proficient) was not met in all measured areas. 83% of the

candidates in fall 2018 and 88% of the candidates in spring 19 scored a three or above in the Pre-Planned Seed Question component. All other areas 92-100% of candidates scored at three or above.

Plan for Continuous Improvement:

The goal for the 2019-2020 AY will for 100% of candidates to score a 3.00 or above in all components of the CUP Rubric.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will practice with students using specific questioning techniques in order to develop thinking skills in your students as well as elicit more in-depth information through conversation.
2. Faculty will purposefully model pre-planned SEED questioning in their own teaching practices.
3. Faculty will review lesson plans when mentoring candidates in the field, addressing specific areas of higher order thinking, differentiation, and formative assessments. Recommendations and plans of action will be documented in pre and post conference meeting materials.

11 Assessment and Benchmark Field Experience Evaluation

Assessment: Louisiana Teacher General Competency A: The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric

Louisiana Teacher General Competency C2: The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students' needs

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 3a: Understanding the goals benefits and uses of assessment

NAEYC 4b: Knowing, understanding, and using effective approaches, strategies, and tools for early education.

NAEYC 4d: Using own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum to promote positive outcomes.

InTASC standards included: 1, 2, 3, 4, 5, 6, 7, 8, 9

Knowledge:

Learning Differences: InTASC Standard 2 - The candidate identifies individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

Content Knowledge: InTASC Standard 4 - The candidate applies the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches.

Skills:

Learner Development: InTASC Standard 1 - The candidate designs and implements developmentally appropriate and challenging learning experiences.

Learning Environments: InTASC Standard 3 - The candidate works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

Content Knowledge: InTASC Standard 4 - The candidate creates learning experiences that make aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

Application of Content: InTASC Standard 5 - The candidate engages learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues by connecting concepts and using differing perspectives.

Assessment: InTASC Standard 6 - The candidate uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learners' decision making.

Planning for Instruction: InTASC Standard 7 - The candidate plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas,

curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

Instructional Strategies: InTASC 8 - The candidate implements a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

Dispositions:

Professional Learning and Ethical Practice: InTASC 9 - The candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner

CAEP Standard 1

Benchmark 1: Minimum of 3.00 mean score out of 4.00 on indicators of the final Field Experience Evaluation (FEE) that measure each of the following domains: Planning and Preparation, The Classroom Environment, Instruction, and Professionalism.

Benchmark 2: Minimum average mean score of 3.00 out of 4.00 on content specific indicators on the Field Experience Evaluation III.

Outcome Links

LTGC A [Program]

The teacher candidate demonstrates, at an effective level, the Louisiana Components of Effective Teaching as defined in Bulletin 130 and the Compass Teacher Rubric.

LTGC C2 [Program]

The teacher candidate gathers, synthesizes, and analyzes a variety of data from a variety of sources to adapt instructional practices and other professional behaviors to better meet students'™ needs.

2013 InTASC Standards [External]

1. Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make the discipline accessible and meaningful for learners to assure mastery of the content.

5. Application of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's™ and learner's™ decision making.

7. Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Professional Lrng & Ethical Practice

The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her

practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

2010 NAEYC Initial and Advanced Standards [External]

4a Positive Relationships & Interactions

4a: Understanding positive relationships and supportive interactions as the foundation of their work with children

5a Content Knowledge & Resources

5a: Understanding content knowledge and resources in academic disciplines

3a Understanding Assessment

3a: Understanding the goals, benefits, and uses of assessment

6a Involvement

6a: Identifying and involving oneself with the early childhood field

6b Ethical Standards and Guidelines

6b: Knowing about and upholding ethical standards and other professional guidelines

3b Tools and Approaches

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

5b Concepts, Tools, & Structures

5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines

5c Resources for Curriculum Design

5c: Using their own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate meaningful, challenging curricula for each child

3c Practicing Responsible Assessment

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

6c Continuous & Collaborative Learning

6c: Engaging in continuous, collaborative learning to inform practice

1c Learning Environments

1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments

11.1 Data

Previous Data:

Domain	NAEYC Standards	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016
		N=N/A	N=N/A	N=N/A	N=N/A	N=10	N=14
Planning and Preparation	5a, 5b, 5c	3.7	3.5	3.5	3.3	3.6	3.7
Classroom Environment: Managing Student Behavior	4a	3.5	3.6	3.4	3.4	3.2	3.6
Instruction:		3.5	3.5	3.5	3.4		
Using Questioning and Discussion Techniques	5b					3.1	3.4
Engaging Students in Learning	1c					3.3	3.7
Using Assessment in Instruction	3a, 3b, 3c	3.6	3.4	3.5	3.3	3.3	3.5
Professionalism	6a, 6b, 6c	3.8	3.6	3.5	3.7	3.9	3.9

		Fall 2015	Spring 2016	Fall 2016	Spring 2017
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	InTASC	N=10		N=14		N=9		N=14	
Component	Standard	Mean	Range	Mean	Range	Mean	Range	Mean	Range
1.1.1	4n	3.61	2.88-4	3.75	3.5-4	3.67	3.5-3.88	3.84	3.25-4
1.1.2	6r	3.7	3.2-4	3.79	3.5-4	3.68	3.25-4	3.86	3.50-4
1.1.3	2g	3.52	2.88-4	3.66	3.25-4	3.67	3.5-4	3.82	3.25-4
1.1.4	1b	3.64	2.88-4	3.78	3.5-4	3.65	3.5-3.88	3.86	3.38-4
2.1.1	3j	3.29	2.63-4	3.62	2.88-3.88	3.34	2.88-3.88	3.66	3-4
2.1.2	3d	3.14	2.5-4	4.52	3.25-3.88	3.29	3.13-3.75	3.45	2.88-3.88
2.1.3	3d	3.33	2.25-4	3.64	3.25-4	3.49	3.13-4	3.53	2.75-4
2.1.4	3d	3.41	2.5-4	3.63	3.13-3.88	3.3	2.88-3.63	3.67	3.13-3.88
2.2.1	3c	3.3	2.75-3.88	3.69	3.25-3.88	3.41	3-3.63	3.74	3.13-4
2.2.2	3f	3.01	2.5-3.75	3.48	2.88-3.88	3.14	2.75-3.75	3.31	2.63-3.88
2.2.3	3f	3.26	2.63-4	3.7	3.38-4	3.45	2.88-3.75	3.65	2.88-4
3.1.1	8f	3.1	2.63-3.75	3.42	2.88-3.75	3.17	2.75-3.5	3.42	3-4
3.1.2	4c	3.14	2.13-3.88	3.38	2.63-3.63	3.17	2.88-3.38	3.3	2.75-3.63
3.1.3	5e	3.08	2.25-3.75	3.42	2.88-3.8	3.18	2.88-3.75	3.42	2.88-3.88
3.2.1	7a	3.35	2.88-4	3.61	3.25-4	3.24	2.75-3.63	3.57	3.13-3.88
3.2.2	3j	3.37	2.75-3.88	3.56	3.25-3.88	3.32	2.88-4	3.33	3-3.63
3.2.3	4f	3.38	2.88-4	3.48	3.13-3.88	3.4	3.25-3.75	3.46	2.88-3.88
3.2.4	3d	3.31	2.5-4	3.71	3.13-4	3.43	3-4	3.74	3.38-4
3.3.1	6d	3.13	2.63-4	3.47	3-3.75	3.28	2.63-4	3.5	3-4
3.3.2	6a	3.52	2.75-4	3.81	3.63-4	3.57	3.25-3.88	3.78	2.75-4
3.3.3	6d	3.46	2.88-4	3.78	3.38-4	3.67	3.13-4	3.84	3.25-4
3.3.4	8b	3.12	2.25-3.88	3.48	3.13-3.88	3.14	2.38-4	3.46	2.75-4
4.1.1	9o	3.9	3.13-4	3.98	3.88-4	3.88	3.38-4	3.97	3.75-4
4.1.2	9l	3.9	3.38-4	3.97	3.75-4	3.83	3.5-4	3.99	3.88-4
4.1.3	9o	3.84	2.88-4	3.94	3.5-4	3.8	3.25-4	3.97	3.88-4

2017-2018:
Data table is attached.

2018-2019:
Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS_ECHD_FEE_17-18

BS_ECHD_FEE_18-19

11.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

According to the data, the benchmark was met in all areas with a score of 3 or above during fall 2017 and spring 2018.

Training occurred during the semesters of fall 2017, spring 2018, and summer 2018 to establish inter-rater reliability as data was being gathered. According to the data, candidates met the benchmark of 3 on the FEE criteria. Data for fall 2018 and spring 2019 results should be more consistent due to established inter-rater reliability.

The goal for 2018-2019 will be to achieve inter-rater reliability on FEE critical feedback to candidates across four domains. 100% of the candidates will achieve a reliable score of 3.0 or higher.

Early Childhood Education faculty will create a systematic process to analyze candidates' FEE scores (including scripted observations). Areas indicating need for improvement will be identified and curriculum changes made in appropriate courses.

2018-2019:

Data Analysis:

The mean score for all elements of the rubric for both the fall 2018 and 2019 semester were at or above the benchmark of 3.00. In Domain 2: The Classroom Environment and Domain 3: Instruction, there were several elements in which particular candidates scored below benchmark, but the overall mean scores were well above the 3.00 benchmark.

Plan for Continuous Improvement:

In the 2018-2019 AY, ECHD faculty scripted observations and held post conferences with candidates. All components not scoring in the proficient range were addressed with suggestions for improvement.

To ensure that candidates continue to meet his benchmark, ECHD faculty will pull lesson plans for discussion and group work on differentiating assessments and small group activities in lower level courses in preparation for the student teaching semester. In the case of seed questions, ECHD faculty will instruct candidates to identify the DOK level of their seed questions to strive to plan questions in level three and four.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty, Mentors, and University Supervisors will participate in inter-rater reliability workshops to ensure scoring is consistent.
2. Pre and post conference conversations with candidates will follow POP Cycle protocol to provide candidates with the proper resources to overcome obstacles in the planning and delivery of lessons
3. DEP faculty will discuss the process of moving from the FEE to the Compass evaluation tool in order to capitalize on training materials available for evaluators and a more consistent form of evaluation between the University and the Districts.

11.2 Data

Domain 5 indicators on the Field Experience Evaluation (FEE) from Student Teaching:

Element	NAEYC Standard	Fall 2015 N=2		Spring 2016 N=1		Fall 2016 N=0		Spring 2017 N=0	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
5.1	1a	3.50	3.50	2.67	2.67				
5.2	1b	3.50	3.50	2.67	2.67				
5.3	1c	3.25	3.00-3.50	2.00	2.00				
5.4	2a	3.50	3.50	3.00	3.00				
5.5	2b	3.35	3.20-3.50	3.00	3.00				
5.6	2c	3.53	3.30-3.75	3.00	3.00				
5.7	3a	3.75	3.50-4.00	3.00	3.00				
5.8	3b	3.75	3.50-4.00	3.00	3.00				
5.9	3c	3.75	3.50-4.00	3.00	3.00				
5.10	3d	3.75	3.50-4.00	3.00	3.00				
5.11	4a	3.50	3.50	3.00	3.00				
5.12	4b	3.50	3.50	2.33	2.33				
5.13	4c	3.38	3.25-3.50	2.33	2.33				
5.14	5a	3.50	3.50	3.00	3.00				

Domain 5 indicators on the Field Experience Evaluation (FEE) from Student Teaching:

Element	NAEYC Standard	Fall 2017 N=2		Spring 2018 N=1		Fall 2018			Spring 2019		
		Mean	Range	Mean	Range	Number	Mean	Range	Number	Mean	Range
5.1	1a	3.78	3.50-4.00	3.71	3.00-4.00	10	3.89	3.50-4.00	14	3.72	3.13-4.00
5.2	1b	3.75	3.50-4.00	3.73	3.13-4.00	10	3.89	3.50-4.00	14	3.69	3.13-4.00
5.3	1c	3.74	3.13-4.00	3.65	2.75-4.00	10	3.94	3.50-4.00	14	3.73	3.38-4.00
5.4	2a	3.55	2.00-4.00	3.76	3.13-4.00	8	3.85	4.50-4.00	14	3.70	3.13-4.00
5.5	2b	3.93	3.75-4.00	3.79	3.00-4.00	6	3.78	3.00-4.00	14	3.72	3.13-4.00
5.6	2c	3.91	3.67-4.00	3.77	3.00-4.00	6	3.68	3.00-4.00	13	3.80	3.50-4.00
5.7	3a	3.78	3.50-4.00	3.68	2.92-4.00	10	3.91	3.50-4.00	14	3.73	3.38-4.00
5.8	3b	3.79	3.42-4.00	3.60	2.75-4.00	10	3.88	3.50-4.00	14	3.70	3.13-4.00
5.9	3c	3.71	3.50-4.00	3.62	2.92-4.00	10	3.88	3.25-4.00	14	3.72	3.38-4.00
5.10	3d	3.74	3.38-4.00	3.63	3.00-4.00	10	3.83	3.25-4.00	14	3.73	3.50-3.00
5.11	4a	3.88	3.63-4.00	3.74	3.25-4.00	10	3.91	3.50-4.00	14	3.72	3.38-4.00
5.12	4b	3.72	3.25-4.00	3.70	3.25-4.00	10	3.90	3.50-4.00	14	3.66	3.33-4.00
5.13	4c	3.74	3.25-4.00	3.68	2.92-4.00	10	3.86	3.25-4.00	14	3.69	3.38-4.00
5.14	5a	3.88	3.50-4.00	3.69	2.92-4.00	10	3.90	3.50-4.00	14	3.65	3.25-4.00

11.2.1 Analysis of Data and Plan for Continuous Improvement

2016-2017:

Analyze data after three years of data collection to determine benchmark.

2017-2018:

Candidates scored above the proficiency rater of 3.00 on all indicators for fall 2017 and spring 2018.

In fall 2017, '5.4. Knowing about diverse family and community characteristics' was the lowest scoring indicator of 3.55. For spring 2018, indicator '5.8. Partnerships with families and with professional colleagues' scored a 3.60 which is still above the proficiency rating of 3.00.

McNeese faculty, district cooperating teachers, and university supervisors will score formal Field Experience Evaluations (FEE) for student teacher candidates. The FEE will include Early Childhood Education content standards (Domain 5). For 2018-2019, 100% of the candidates will score a 3.00 (Proficient) or above.

Early Childhood Education faculty will analyze the FEE practicum and student teaching scores to identify areas of strength and areas for improvement. Based on analysis, Early Childhood Education course learning outcomes relative to Domain 5 content standards as determined by NAEYC will be revised.

2018-2019:

Data Analysis:

The benchmark was met with 100% of the candidates scoring a 3.00 or better on each element of Domain 5.

Plan for Continuous Improvement:

Although all candidates in the 2018-2019 AY scored above a 3.00 in each element of Domain 5, ECHD faculty recognize the need for additional guidance in understanding young children's needs, understanding the multiple influences on development, supporting and engaging families through reciprocal relationships, and knowing about assessment with families and other individuals.

In the 2019-2020 AY, faculty will implement these topics in courses throughout the program to instill a deeper understanding and plan for completing these processes to a higher degree.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will include a specific unit covering the current influences on the development of young children in schools today.
2. Faculty will work with school districts to provide opportunities for teacher candidates to engage with families and young children including Dr. Seuss's birthday party held at MSU and Math night in our school districts. At least one opportunities will be made available each semester.

12 Assessment and Benchmark EDUC 419 Case Study/Portfolio

Assessment 1: Case Study

NAEYC Standards 2, 3, and 5

ECE SPA Assessment 5: Portfolio

EDUC 419: Early Childhood Practicum I

Early childhood candidates complete a child case-study in a pre-kindergarten classroom utilizing an assessment chart with detailed outcomes/goals aligned to the "Head Start Child Development and Early Learning Framework". Candidates reflect on the process of portfolio assessment and it's purpose as a necessary tool, strengths and weaknesses of their portfolio assessment, how the data collection can be utilized when conferencing with parents, and in planning developmentally appropriate activities that meet the needs of their students.

Assessment 2: Portfolio

NAEYC Standard 3

ECHD SPA Assessment 5

EDUC 419: Early Childhood Practicum I

Student Portfolio assessed during the students' pre-K practicum via an instructor-created rubric.

Early Childhood Teacher Competencies: B2 The teacher candidate provides emotional and behavioral support to children as indicated by exhibiting an awareness and sensitivity to children's emotional and learning needs.

Early Childhood Teacher Competencies: E4 The teacher candidate uses assessment to guide planning and understands children's levels of growth and development as indicated by making decisions based on the progress of children's development with reliability.

NAEYC: 1a Knowing and understanding young children's characteristics and needs

NAEYC: 1b Knowing and understanding the multiple influences on development and learning.

NAEYC: 1c Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments.

NAEYC: 2c Involving families and communities in their children's learning and development

NAEYC: 3d Knowing about assessment partnerships with families and other professionals

NAEYC: 4b Candidates know and understand and use a wide array of effective approaches, strategies, and tools, to positively influence young children's development and learning.

InTASC standards included: 1d The teacher candidate understands how learning occurs, how learners construct knowledge, acquire skills, and develop disciplined thinking processes and knows how to use instructional strategies that promote student learning.

InTASC standards included: 2g The teacher candidate understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each learners strengths to promote growth.

InTASC standards included: 7h The teacher candidate understands how integrating cross-disciplinary skills in instruction engages learners purposefully in applying content knowledge

Benchmark 1: A competency score of 4.00 out 5.00 will be the minimum mean score on all elements related to this assessment tool (EDUC 419 Case Study).

Benchmark 2: 100% of the candidates to achieve an 8 out of 10 proficiency score on the rubric.

Prior to 2018-2019, the benchmark was a minimum mean score of 7.00 (out of 10.00) on each criteria assessment in the Portfolio/Case Study.

Outcome Links

LTGC C1 [Program]

The teacher candidate observes and reflects on students' responses to instruction to identify areas of need and make adjustments to practice.

LTGC H [Program]

The teacher candidate applies knowledge of various types of assessments and their purposes, strengths, and limitations to select, adapt, and modify assessments to accommodate the abilities and needs of students with exceptionalities.

2013 InTASC Standards [External]

6. Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

2010 NAEYC Initial and Advanced Standards [External]

3a Understanding Assessment

3a: Understanding the goals, benefits, and uses of assessment

3b Tools and Approaches

3b: Knowing about and using observation, documentation, and other appropriate assessment tools and approaches

2 Family & Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3 Observe, Document, and Assess

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

3c Practicing Responsible Assessment

3c: Understanding and practicing responsible assessment to promote positive outcomes for each child

3d Assessment Partnerships

3d: Knowing about assessment partnerships with families and other professionals with professional colleagues

5 Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

12.1 Data

Previous Data:

NAEYC Standards	Portfolio Item	Fall 2013	Spring 2014	Fall 2014	Spring 2015
1.a	1	4.87	4.77	4.77	5
3.a, 4.b	2	4.87	3.66	5	4.63
3.d, 5.c	3	4.87	3.66	4.77	4.27
3.a, 3.c	5	5	5	4.77	5
5.d	6	4.6	4.55	5	4.63
2.c, 4.a, 5.b, 5.c	7	4.5	4.55	5	4.81
1.a	8	4.56	4.55	5	4.81

NAEYC Standards	Portfolio Narrative Items	Fall 2015 N=12			Spring 2016 N=8			Fall 2016 N=17			Spring 2017 N=11		
		Mean	Min Score	Max Score	Mean	Min Score	Max Score	Mean	Min Score	Max Score	Mean	Min Score	Max Score
3a, 3b	1	5	5	5	5	5	5	4.12	0	5	5	5	5
3a,3c	2	5	5	5	4.75	3	5	4.35	0	5	5	5	5
3d	3	5	3	5	5	5	5	4.35	0	5	5	5	5

EDUC 419 Case Study:

Portfolio Narrative Items	NAEYC Standards	Fall 2017 N=11		Spring 2018 N=12		Fall 2018 N=12		Spring 2019 N=16	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Portfolio Summary and Reflection	3a, 3b	5.00	5.00	4.86	3.00-5.00	4.83	3.00-5.00	5.00	5.00
	3a,3c	5.00	5.00	4.86	3.00-5.00	4.83	3.00-5.00	4.63	3.00-5.00
	3d	5.00	5.00	5.00	5.00	5.00	5.00	4.75	3.00-5.00
	Combined	5.00	5.00	4.90	3.00-5.00	4.89	3.00-5.00	4.79	3.00-5.00

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS_ECHD_Case Study_17-18

12.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

Benchmark met. The data collected for this assessment changed in the 2015-2016 master plan.

Early childhood students have been introduced to the 'Teaching Strategies Gold' assessment tool. Strategies were adopted for use in fall 2015 and correlated to NAEYC standards and portfolio items. 100% of candidates met minimum expectations of a 4.00 or better on all selected narrative items .

2016-2017:

Student teacher candidates scored well on these elements due to becoming accomplished at analyzing student work samples.

Students are called to reflect on the process of utilizing portfolio assessment with pre-kindergarten students. They are to use content standards and assess these children in a real-world setting and then make professional judgments as to determine the children's skill levels. Candidates further create a prescription page for individual children as to their strengths, and where there are areas of need.

Instructors need to take a closer look at the rubric and see if a change is needed in either the rubric or how the activity is graded.

2017-2018:

The benchmark was met. On 'Standard 3, portfolio summary and reflection', candidates scored a 5.00 for fall 2017 and a 4.90 in the spring 2018 semester which is above benchmark.

The goal for 2018-2019 will be to ensure that Early Childhood Education curriculum meets NAEYC standard 3 by requiring candidates to score 4.00 out of 5.00 on the case study rubric in EDUC 419. Early Childhood Education faculty will analyze student achievement on the case study in EDUC 419. The results will be used to address emerging deficiencies in course content/rubric alignment. The rubric will also be assessed to ensure alignment to NAEYC Standard 3.

2018-2019

Data Analysis:

The benchmark was met with candidates ending with a 4.89 mean score in fall 2018 and a 4.79 mean score in spring 2019.

Plan for Continuous Improvement:

In the 2018-2019 AY, faculty reviewed NAEYC standard 3 to ensure that the reflection met the requirements of the standard. Moving forward, faculty will continue to tweak the assignment to ensure that the assignment is best aligned to standard 3.

Also, as of February 2020, CAEP will no longer require a SPA for NAEYC standards. ECHD faculty will continue to monitor the CAEP guidelines to ensure that assignment are aligned to the most updated standards.

Recommendation for Successful Implementation of Plan for Improvement:

1. Faculty will implement a set of questions for candidates to reflect upon to ensure the alignment to standard three.
2. ECHD faculty will stay up to date on current expectations and standards and will make revisions as needed.

12.2 Data

Portfolio Items	NAEYC Standards	Fall 2017 N=11		Spring 2018 N=12		Fall 2018 N=12		Spring 2019 N=16	
		Mean	Range	Mean	Range	Mean	Range	Mean	Range
Student Prescription	5a, 5b	10.00	10.00	9.71	6.00-10.00	10.00	10.00	10.00	10.00
	5c	10.00	10.00	9.71	6.00-10.00	9.67	6.00-10.00	9.75	6.00-10.00
	Combined	10.00	10.00	9.71	6.00-10.00	9.83	6.00-10.00	9.88	6.00-10.00
Standard 2	2a, 2b, 2c	6.72	4.00-10.00	4.29	0.00-10.00	9.17	0.00-10.00	9.63	4.00-10.00

12.2.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

This was the first year of this assessment.

Due to comments received on the SPA submission report, NAEYC Standard 2, the Portfolio/Child Case Study has been redesigned to meet only one standard/element per section. In addition, new criteria have been added to this assessment piece, to also address NAEYC Standards 2 and 5.

The benchmark was met for fall 2017 with candidates scoring 6.27 out of 10 on indicators measuring standard 2 and candidates scoring 10 out of 10 on indicators measuring standard 5. For spring 2018, standard 2 did not meet proficiency with candidates scoring 4.29 out of 10. In regards to standard 5, candidates met the benchmark with a 9.71 out of 10.

For standard 2, candidates have a mean score of 6.72 out of 10 for fall 2017 and a mean score of 4.29 in spring 2018, which measured the home/school activities. On standard 5, analyzing work samples of students, candidates scored a mean of 10 out of 10 for fall 2017 and 9.71 for spring 2018. The benchmark of 80% which was the measure for success on the updated rubric was accomplished.

The goal for 2018-2019 will be for 100% of the candidates to achieve an 8 out of 10 proficiency score on the rubric, which aligns with NAEYC standards 2 and 5.

Candidates will be required to complete the Family Feedback Form and utilize the information to create the student's prescription plan and home/school recommendations (NAEYC Standard 2). Early Childhood Education faculty will assess the rubric to ensure alignment to NAEYC Standards 2 and 5 and will make revisions if necessary. Candidate data for NAEYC Standard 5 will be available in fall 2018.

2018-2019:

Data Analysis:

The benchmark for this assessment was not met for all components in the assessment. In the Student Prescription item, 5a and 5b met the benchmark with all candidates scoring a 10/10. The mean score for all candidates was 9.67 in fall 2018 with a range from 6.00-10.00 and 9.75 in spring 2019 with a range of 6.00-10.00. The benchmark was also not met for Standard 2 with mean scores of 9.17 for fall 2018 and 9.63 for spring 2019, but with ranges of 0.00-10.00 and 4.00-10.00 respectively.

Plan for Continuous Improvement:

In looking at the results of the assessment, some family surveys and activity response cards were not returned and candidates did not reflect on the causes or make an attempt to gain responses from their case-study child. In the upcoming year, candidates will be required to complete the Family Feedback Form and utilize the information to create the student's prescription plan and home/school recommendations as part of the requirements in NAEYC Standard 2.

Recommendation for Successful Implementation of Plan for Improvement:

- Faculty will work with candidates to determine alternative measures for making connections with families, thus reinforcing the goal and home and school working hand in hand to educate students
- Candidates will discuss interests with students and create activities to work on at home or at school in small groups.

13 Assessment and Benchmark PRAXIS II Principles of Learning and Teaching

ECHD SPA Assessment 6 Licensure: Early Childhood Praxis II

Assessment: PRAXIS PLT 0621

Louisiana Teacher General Competency B: The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

Louisiana Teacher General Competency E: The teacher candidate applies knowledge of state and federal laws related to students' rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1706, and Bulletin 1903).

NAEYC Standard 1, 2, 3, 4, 5

NAEYC 1a: Knowing and understanding young children's characteristics and needs.

NAEYC 1b: Knowing and understanding multiple influences on development and learning.

NAEYC 1c: Using developmental knowledge to create healthy, respectful, supportive and challenging learning environments.

NAEYC 2c: Involving families and communities in their children's learning and development.

NAEYC Standard 3: Observing, documenting, and Assessing to Support Young Children and Families

NAEYC Standard 4c: Understanding content knowledge in early education

NAEYC Standard 4d: Building meaningful curriculum

InTASC standards included: 10

Dispositions:

Leadership and Collaboration: InTASC 10 - The candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Benchmark: At least 80% of graduates pass Praxis Principals of Learning and Teaching (#5621) on the first attempt. Candidates should also score a minimum of 70% on sub component scores with Praxis PLT (#5621).

Outcome Links**LTGC B [Program]**

The teacher candidate demonstrates mastery of the content knowledge and skills and content pedagogy needed to teach the current academic standards as defined in BESE policy.

LTGC E [Program]

The teacher candidate applies knowledge of state and federal laws related to students'™ rights and teacher responsibilities for appropriate education for students with and without exceptionalities, parents, teachers, and other professionals in making instructional decisions and communicating with colleagues and families (e.g., laws and policies governing student privacy, special education, and limited English proficient education, including but not limited to Bulletin 1508, Bulletin 1530, Bulletin 1706, and Bulletin 1903).

2013 InTASC Standards [External]**10. Leadership and Collaboration**

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

2010 NAEYC Initial and Advanced Standards [External]

1 Promoting Child Development & Learning

Candidates use their understanding of young children's characteristics and needs, and of multiple interacting influences on children's development and learning, to create environments that are healthy, respectful, supportive, and challenging for each child.

2 Family & Community Relationships

Candidates know about, understand, and value the importance and complex characteristics of children's families and communities. They use this understanding to create respectful, reciprocal relationships that support and empower families, and to involve all families in their children's development and learning.

3 Observe, Document, and Assess

Candidates know about and understand the goals, benefits, and uses of assessment. They know about and use systematic observations, documentation, and other effective assessment strategies in a responsible way, in partnership with families and other professionals, to support children's development and learning.

4 Developmentally Effective Approaches

Candidates prepared in early childhood degree programs understand that teaching and learning with young children is a complex enterprise, and its details vary depending on children's ages, characteristics, and the settings within which teaching and learning occur. They understand and use positive relationships and supportive interactions as the foundation for their work with young children and families. Candidates know, understand, and use a wide array of developmentally appropriate approaches, instructional strategies, and tools to connect with children and families and positively influence each child's development and learning.

5 Curriculum

Candidates prepared in early childhood degree programs use their knowledge of academic disciplines to design, implement, and evaluate experiences that promote positive development and learning for each and every young child. Candidates understand the importance of developmental domains and academic (or content) disciplines in early childhood curriculum. They know the essential concepts, inquiry tools, and structure of content areas, including academic subjects, and can identify resources to deepen their understanding. Candidates use their own knowledge and other resources to design, implement, and evaluate meaningful, challenging curriculum that promotes comprehensive developmental and learning outcomes for every young child.

13.1 Data

	Fall 2013	Spring 2014	Fall 2014	Spring 2015	Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Praxis PLT #5621	82%	85%	82%	88%	60%	86%	67%	80%	82%	83%

	Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021	Fall 2021	Spring 2022	Fall 2022	Spring 2023
Praxis PLT #5621	58%	81%								

#5621		Fall 2015	Spring 2016	Fall 2016	Spring 2017	Fall 2017	Spring 2018
Overall Score Information	Number	10	14	9	14	11	12
	Mean	165	172	164.4	168	171	170
	Range	157-179	161-185	157-179	158-185	159-179	162-179
	% Pass 1st attempt	60%	86%	67%	80%	82%	83%
	% Pass prior						

	to ST/Intern	100%	100%	100%	100%	100%	100%
Subcomponent	Number	9	12	9	14	10	12
Students as Learners	Mean	14	16	14	14	16	15
	Range	12-16	13-19	12-17	10-18	13-20	10-18
Instructional Process	Mean	14	15	14	14	16	15
	Range	12-17	12-19	14-17	7-17	13-18	12-17
Assessment	Mean	9	9	9	10	10	10
	Range	7-11	7-12	6-10	7-13	6-13	8-12
Professional Development Leadership and Community	Mean	10	10	9	11	10	10
	Range	6-14	9-13	6-10	8-14	7-14	6-14
Analysis of Instructional Scenarios	Mean	11	12	11	10	11	11
	Range	5-15	10-16	9-14	6-15	10-14	8-14

#5621		Fall 2018	Spring 2019	Fall 2019	Spring 2020	Fall 2020	Spring 2021
Overall Score Information	Number	12	16				
	Mean	165	166				
	Range	159-172	157-177				
	% Pass 1st attempt	58%	81%				
	% Pass prior to ST/Intern	100%	100%				
Subcomponent	Number	8	14				
Students as Learners	Mean	14	14				
	Range	11-20	9-18				
Instructional Process	Mean	14	14				
	Range	10-17	12-17				
Assessment	Mean	10	9				
	Range	9-11	6-11				
Professional Development Leadership and Community	Mean	11	10				
	Range	9-14	7-13				
Analysis of Instructional Scenarios	Mean	10	11				
	Range	8-13	8-14				

13.1.1 Analysis of Data and Plan for Continuous Improvement

2015-2016:

This level of achievement was not met in fall 2015; however, in spring 2016, teacher candidates exceeded the minimum competency score by 6%.

2016-2017:

Data ranges for percentage of passage on first attempt are 60%-86%. In fall 2015, competency scores were lacking by 20% and in fall 2016 by 23%. Students performed better in spring 2016 and spring 2017 with scores of 86% and 80%. Faculty is unsure why students' achievement is higher on first attempt for the PLT in the spring semesters.

100% of students passed the PLT prior to student teaching and/or internship semester. The

Office of Student Teaching and Professional Education Services utilizes passage of all Praxis parts as a stop gate before the final semester as a way to ensure certification of all graduating candidates.

The mean score for the sub-component Assessment was lowest of all sub-components, with a mean score of 9. Assessment has been challenging for teacher candidates and is being addressed specifically in the methods courses such as, EDUC 419 and 420.

2017-2018:

83% of the candidates passed the Praxis Principles of Learning and Teaching Exam, meeting benchmark for 2017-2018.

While candidates exceeded the benchmark of 80% on the Praxis PLT, there were sub-score areas that remained the same or slightly regressed. In the area of 'students as learners', candidates scored 76% correct in the fall 2017 and 71% correct in the spring 2018. In the area of 'Instructional Processes', candidates scored 80% correct in fall 2017 and 75% correct in spring 2018. Areas of 'Assessment and Professional Development' revealed that candidates scored 71% correct for both the fall 2017 and spring 2018 semesters. Candidates scored 68% for both the fall 2017 and spring 2018 semesters in the area of 'Analysis'.

For 2018-2019, 80% of candidates will pass the PLT on the first attempt. In addition, candidates will average 70% or higher for percentage of questions answered correct on each sub-score area.

EDUC 202 will prioritize content relevant to case study activities to strengthen knowledge of the assessment and analysis of scenarios sub-components within the Praxis PLT. Praxis PLT sub-scores will continue to be analyzed each year to determine areas for improvement.

2018-2019:

Data Analysis:

The benchmark was not met for the 2018-2019 AY. 58% of the candidates passed on the first attempt in the fall 2018 semester and 81% passed on the first attempt in the spring 2019 semester. This is a 71% for the 2018-2019 AY.

The mean score of the following sub-components fell below the 70% benchmark: Students as learners F18 (67%) and S19 (67%); Assessment S19 (64%); and Analysis of Scenarios F18 (63% and S19 (69%).

Plan for Continuous Improvement:

The ECHD program requirements and course sequence has been redesigned beginning with the 2018-2019 AY. Faculty will ensure that materials taught in EDUC 192 and EDUC 202 are aligned with appropriate Praxis requirements and NAEYC or other appropriate standards.

Recommendation for Successful Implementation of Plan for Improvement:

1. Redesign of the ECHD program will shift the focus of course content in EDUC 192 and EDUC 202 to ECHD philosophers and cognitive content for early learners.
2. The courses in the current program will be revisited to ensure that the most relevant topics are being taught to the candidates
3. EDUC 202 will address developmental stages for children birth to five, cognitive development for pre-k and kindergarteners, and grades 1-3.

14 Assessment and Benchmark Lesson Planning

Assessment: Lesson Plan rubric administered in EDUC 409: Early Classroom Management and Field Experience.

Benchmark: Candidates will have a minimum score of 3 (Proficient) in each criterion from the Lesson Plan rubric administered in EDUC 409: Early Classroom Management and Field Experience.

14.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS Early Childhood_LP_18-19

BS_Early Childhood_LP_17-18

14.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Proficiency was met by all candidates in all areas except differentiation. One candidate failed to include differentiation in her lesson plan, which lowered the percentage to 68%.

Candidates demonstrated proficiency in writing an effective lesson plan for the grade level they were assigned.

Early Childhood Education faculty will require candidates to write a complete lesson plan and score at the level of 80% proficiency or higher in each of the areas.

Data analysis indicates that candidates' scores in the area of differentiation in the lesson plan are below 80%. Instructional methods in EDUC 409 will be revised to address lesson plan differentiation learning objectives. Candidates will complete additional practice on differentiation lessons.

2018-2019:

Data Analysis:

The benchmark was not met.

In the fall 2018 semester, the following categories had candidates score below the proficient level (3.00): Procedures (8%); Seed Questions (16%); Modeling, Guided, Independent Practice (8%); Closure (8%) and Differentiation (25%).

In the spring 2019 semester, the following categories had candidates score below the proficient level (3.00): Lesson Hook (6%) and Seed Questions (19%)

Plan for Continuous Improvement:

Differentiation was an area that received a great deal of focus in conversations with faculty over the past two years. There was a significant increase in improvement in this area from F18-S19. Faculty will continue to determine ways to address issues in particular areas and develop instructional techniques to help students strategically think through each element of the lesson plan in preparation for delivery.

Recommendation for Successful Implementation of Plan for Improvement:

- ECHD faculty will pull lesson plans for discuss and group work on differentiating assessments and small group activities
- 1. ECHD faculty will have candidates identify DOK levels for the seed questions in an effort to plan for level 3 and 4 in depth thinking.
- 2. Faculty will address technology use for scoring purposes. Proficient scores will only be obtained if PK-3 students are engaged in the use of technology.
- 3. Faculty will continue to revise the CUP rubric to mirror the DEP updated lesson plan rubric.

15 Assessment and Benchmark Course Content GPA

Assessment: Course content GPA to meet NAEYC Standards:

NAEYC Standard 1: EDUC 192, EDUC 202, and EDUC 319

NAEYC Standard 1c: EDUC409

NAEYC Standard 2: EDUC 419

NAEYC Standard 3: SPED 452 and SPED 453

NAEYC Standard 4: EDUC 420

NAEYC Standard 5: EDUC 468P

Benchmark: Candidates will make a minimum score of 3.00 in each of the courses listed for the Early Childhood content area. Early Childhood Education curriculum content will be up-to-date and meet state and national standards. The 3.00 score correlates to a "B" average.

Prior to 2016-2017, the benchmark was 2.00, since all candidates must have a "C" or better to apply the grade to the degree program.

15.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS_ECHD_Course Content GPA_17-18

BS_ECHD_Course Content GPA_18-19

15.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

The benchmark was raised from a 2.00 to a 3.00 in order to sustain improvement. The benchmark was met in all course content areas with the one exception of EDUC 319 in fall 2017.

The goal for 2018-2019 will be to have 100% of the candidates achieve a minimum score of 3.00 in each of the courses listed in the Early Childhood Education content area. This correlates to a "B" average.

Early Childhood Education faculty will analyze student achievement in content area courses to determine scores achieved. Course content will be assessed to verify that material is up-to-date and meets state and national standards. Course content grades will also be triangulated with praxis scores to determine any relationships.

2018-2019:

Data Analysis:

The benchmark was not met.

Data for the fall 2018 semester is as follows: EDUC 192: =2.92 with 83% of candidates scoring 3.00; EDUC 202: =3.42 with 83% of candidates scoring 3.00; and EDUC 319: =2.67 with 58% of the candidates scoring 3.00. All other courses had 100% of the candidates scoring 3.00

Data for the spring 2019 semester is as follows: EDUC 192: =3.06 with 75% of the candidates scoring 3.00; EDUC 319: =3.25 with 81% of the candidates scoring 3.00. All other courses had 100% of the candidates scoring 3.00.

Plan for Continuous Improvement:

As the ECHD courses are redesigned, attention will be focused on early childhood curriculum in EDUC 192 and 202. EDUC 319 is no longer offered as part of the ECHD program

Recommendation for Successful Implementation of Plan for Improvement:

1. ECHD 192 will be revised and faculty will revisit the consideration of merging EDUC 202 with EDUC 192 which will provide three credit hours free to possibly include EDUC 203. By merging ECHD 192 and 202, enrollment for the course would be restricted to ECHD majors for an increased focus on ECHD curriculum and issues.

16 Assessment and Benchmark Field Experience Data

Assessment: Data is collected from field experience data entered on the STPES web site.

Benchmark: 100% of candidates will observe and practice in the three groups within Early Childhood Education (PK, K, and grades 1-3) and participate in working relationships with families and communities with child care centers, Head Start program, and local public schools (PK-3), and their faculty. This benchmark will assist in preparing candidates for teaching positions in any grade level, PK-3.

16.1 Data

2017-2018:

Data table is attached.

2018-2019:

Data table is attached.

Files: See list of attachments to view. (Requires Adobe Reader or compatible viewer).

BS_ECHD_Field Experience Data_17-18

BS_ECHD_Field Experience Data_18-19

16.1.1 Analysis of Data and Plan for Continuous Improvement

2017-2018:

Data was added to the assessment plan in 2017-2018. Due to the state mandates and SPA standards, the Field Experience Coordinator will analyze this data to ensure that candidate experiences are diverse in grade levels, ethnicities of PK-3 students, and classroom environments.

For 2018-2019, the goal will be for 100% of the Early Childhood Education candidates to observe and practice in the three grade levels (PK, K, and grades 1-3) in order to experience the working relationship among families and communities with child care centers, Head Start programs, and local public schools and their faculty.

The field experience coordinator will analyze the data from the Field Experience Data System to verify student placement in the three early childhood age groups, in a variety of community settings. Student placement information is reported to the Office of Student Teaching.

2018-2019:

Data Analysis:

The benchmark was met.

F18: 14.24% of candidate observations were in PK classrooms; 13.90% were in Kindergarten classrooms; 19.32% were in 1st grade classrooms; 17.97% were in 2nd grade classrooms; and 13.90% were in 3rd grade classrooms. Additional observation hours were spent in birth to three years, 4th grade, 5th grade, and other classrooms.

S19: 15.21% of candidate observations were in PK classrooms; 17.50% were in Kindergarten classrooms; 18.33% were in 1st grade classrooms; 15.83% were in 2nd grade classrooms; and 12.29% were in 3rd grade classrooms. Additional observation hours were spent in birth to three years, 4th grade, 5th grade, and other classrooms.

Plan for Continuous Improvement:

Candidates will gain experiences in all areas of the ECHD certification area: Pre-Kindergarten, Kindergarten, and Grades 1-3.

Recommendation for Successful Implementation of Plan for Improvement:

1. When assigning candidates field experience opportunities throughout the program, faculty will be specific in identifying the age group these activities should be completed with in order to ensure that candidates gain experiences with all age groups at different points throughout the program.

End of report