

Early Childhood Program – Fall 2006
Course offered: ESEC 381

Assessment 1: Child Study
Data Table: Child Study Project
(N=7)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (14.3%)	1 (14.3%)	5 (71.4%)
Standard 2			2 (29%)	5 (71%)
Standard 3			2 (29%)	5 (71%)
Standard 5		2 (29%)		5 (71%)

Analysis: Our findings determine that 71% of candidates exceeded expectations and demonstrated knowledge of child development, understanding of family involvement and strong abilities in making recommendations for student growth and learning. Candidates who needed improvement had basic knowledge of child development and understood the need for family involvement. However, the candidates lacked organizational ability and writing skills and this interfered with completion and presentation of the developmental portfolio.

Early Childhood Program – Fall 2006
Course offered: ESEC 450

Assessment 2: Student Teaching Unit
Data Table: Student Teaching Unit
(N=2)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (50%)		1 (50%)
Standard 2			1 (50%)	1 (50%)
Standard 3			1 (50%)	1 (50%)
Standard 4			1 (50%)	1 (50%)
Standard 5			1 (50%)	1 (50%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in fall 2006. Candidates effectively demonstrated understanding of content knowledge, child development, family involvement in supporting children's learning, assessment and documentation, and their growing professional skills as early childhood educators in both learning environments; a Birth to age 5 child care setting and a K-3 public school setting.

Analysis of the scoring guide indicates that candidates met or exceeded expectations, but they needed improvement in planning age appropriate and varied assessment strategies and determining how the assessment would be shared with professionals and families. One candidate needed improvement in the area of promoting child development due to inadequately describing the particular characteristics and needs of the age group.

Early Childhood Program – Fall 2006
 Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts
 (N=7)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				7 (100%)
Standard 3		2 (29%)	5 (71%)	
Standard 4			2 (29%)	5 (71%)
Standard 5			2 (29%)	5 (71%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment. Subject matter content was covered in class sessions prior to the teaching of these learning experiences. Candidates received a great deal of feedback from their cooperating teachers and supervisor prior to teaching their lesson and used this to revise their plans. Analysis of our scoring sheet has determined that candidates typically are challenged with aligning objectives with assessment, utilizing appropriate assessment strategies and documenting student learning.

Candidates are very successful meeting Standards 1, 4 and 5 through this assignment. As discussed above, candidates are sometimes challenged with aligning objectives with assessment and utilizing appropriate assessment strategies, which relates to Standard 3. We are working to strengthen the assignment descriptions and scoring guides to align more closely with NAEYC standards. The guiding questions to evaluate pedagogical and professional knowledge, skills and dispositions will be strengthened. The instructor now teaches content on aligning assessment with objectives earlier in the semester and includes more concrete examples of documentation

Early Childhood Program – Fall 2006
 Course offered: ESEC 450

Assessment 5: Student Teaching Reflection

Data Table: Student Teaching Reflection birth to age 8
 (N=2)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			2 (100%)	
Standard 2			2 (100%)	
Standard 3			2 (100%)	
Standard 4			2 (100%)	
Standard 5			2 (100%)	

Analysis: Our findings determine that 100% of our candidates met the expectations of this assessment in fall 2006. Candidates implement the unit as a work in progress over the two week period. Reflections, including documentation of student learning, vary in degree of depth but overall indicate the ability to discuss the effects of the unit on student learning.

This reflection assignment is based on a comprehensive culminating assignment, the student teaching unit. Thus it provides the evidence that candidates demonstrate their awareness of their impact on student learning through their mastery of content knowledge, child development knowledge, the ability to involve families in children's learning, assessment knowledge, and their growing professional skills as early childhood educators.

Early Childhood Program – Fall 2006
 Course offered: ESEC 381

Assessment 6: Science Investigation Unit
 Data Table: Science Investigation Unit
 (N=7)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (14.3%)	1(14.3%)	5 (71.4%)
Standard 3		1 (14.3%)	1(14.3%)	5 (71.4%)
Standard 4		1(14.3%)	1(14.3%)	5 (71.4%)
Standard 5		1(14.3%)	1(14.3%)	5 (71.4%)

Analysis: Our findings determine that 85.7% of our candidates met or exceeded the expectations of this assignment in fall 2006. The candidate who needed improvement had a basic understanding of planning age appropriate science experiences with young children, but did not demonstrate the ability to organize all components of this assignment successfully, especially as related to conducting a science investigation and writing comprehensive learning experience plans. In addition, this candidate lacked organizational ability and writing skills. As noted in Assessment #3, Learning Experience Plans, candidates are typically challenged with aligning objectives with assessment and utilizing appropriate assessment strategies for documentation.

Our findings demonstrate that candidates successfully meet Standards 1, 3, 4 and 5; key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate science topic, receiving feedback from professionals prior to teaching, and the educational resources provided by the Early Childhood Methods course. Candidates' improvement is likely due to having prior experience with the writing of Units by completing the previous Math Unit.

Early Childhood Program – Fall 2006
 Course offered: ESEC 381
 Assessment 7: Math Unit
 Data Table: Math Unit
 (N=7)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (57%)	3 (43%)
Standard 3			4 (57%)	3 (43%)
Standard 4			4 (57%)	3 (43%)
Standard 5			4 (57%)	3 (43%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in fall 2006. Our findings demonstrate that candidates successfully meet Standards 1, 3, 4 and 5; key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate math topic, receiving feedback from professionals prior to teaching, and the educational resources provided by the EC Methods course.

Early Childhood Program – Fall 2006
 Course offered: ESEC 381
 Assessment 8: Ethics Project
 Data Table: Ethics Project
 (N=7)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				7 (100%)
Standard 2				7 (100%)
Standard 5		1 (14%)		6 (86%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in fall 2006. The candidate who needed improvement had a basic knowledge of the *Code of Ethical Conduct*, its importance for the field, and its application. However, the candidate lacked organizational ability and writing skills, which interfered with successful demonstration of knowledge.

Early Childhood Program – Spring 2007
 Course offered: ESEC 381

Assessment 1: Child Study
 Data Table: Child Study Project
 (N=1)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				1 (100%)
Standard 2				1 (100%)
Standard 3				1 (100%)
Standard 5				1 (100%)

Analysis: One teacher candidate was enrolled in the methods course for the spring semester 2007. This candidate demonstrated excellence in the areas of child development, family involvement and making recommendations for student growth and learning.

Early Childhood Program – Spring 2007
 Course offered: ESEC 450

Assessment 2: Student Teaching Unit
 Data Table: Student Teaching Unit
 (N=7)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (14%)	6 (86%)
Standard 2			2 (29%)	5 (71%)
Standard 3		1 (14%)	3 (43%)	3 (43%)
Standard 4		1 (14.3%)	1 (14.3%)	5 (71.4%)
Standard 5			4 (57%)	3 (43%)

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (57%)	3 (43%)
Standard 2		1 (14.3%)	5 (71.4%)	1 (14.3%)
Standard 3		2 (28.5%)	2 (28.5%)	3 (43%)
Standard 4			3 (43%)	4 (57%)
Standard 5			4 (57%)	3 (43%)

Combined Data (2 entries per student)
(N= 14)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			5 (36%)	9 (64%)
Standard 2		1 (7%)	7 (50%)	6 (43%)
Standard 3		3 (21%)	5 (36%)	6 (43%)
Standard 4		1 (7%)	4 (29%)	9 (64%)
Standard 5			8 (57%)	6 (43%)

Analysis: Data indicate that candidates need improvement in their primary grades units in terms of having appropriate assessment strategies and involving families and community. Candidates needing improvement didn't include sufficient documentation of assessment approaches in their unit. Program is working to improve communication with primary grades cooperating teachers to clarify expectations and provide more guidance to candidates in their unit documentation.

Overall analysis of the scoring guides indicate that candidates met or exceeded expectations, but they needed improvement in planning age appropriate and varied assessment strategies and determining how the assessment would be shared with professionals and families. One candidate needed improvement in the area of determining accurate learning outcomes and assessment strategies within the learning plans.

Early Childhood Program – Spring 2007
Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts
(N=1)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				1 (100%)
Standard 3				1 (100%)
Standard 4				1 (100%)
Standard 5				1 (100%)

Analysis: One teacher candidate was enrolled in the methods course for the spring semester 2007. This candidate received a great deal of feedback from the cooperating teachers and the instructor prior to teaching the lessons. The candidate demonstrated strong knowledge and skills in planning, implementing, evaluating student progress and reflecting on the teacher role.

Early Childhood Program – Spring 2007
 Course offered: ESEC 450

Assessment 5: Student Teaching Reflection
 Data Table: Student Teaching Reflection birth to age 8
 (N=7)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (14.3%)	1 (14.3%)	5 (71.4%)
Standard 2			3 (43%)	4 (57%)
Standard 3		1 (14%)	3 (43%)	3 (43%)
Standard 4			1 (14%)	6 (86%)
Standard 5			3 (43%)	4 (57%)

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			3 (43%)	4 (57%)
Standard 2			2 (29%)	5 (71%)
Standard 3			4 (57%)	3 (43%)
Standard 4			3 (43%)	4 (57%)
Standard 5			1 (14%)	6 (86%)

Combined Data (2 entries per student)
 (N= 14)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (7%)	4 (29%)	9 (64%)
Standard 2			5 (36%)	9 (64%)
Standard 3		1 (7%)	7 (50%)	6 (43%)
Standard 4			4 (29%)	10 (71%)
Standard 5			4 (29%)	10 (71%)

Analysis: Our findings determine that our candidates met or exceeded the expectations of this assessment in Spring 2007. Candidates implement the unit as a work in progress over the two week period. Reflections, including documentation of student learning, vary in degree of depth but overall indicate the ability to discuss the effects of the unit on student learning. We have designated a KSC Early Childhood Supervisor to review materials with candidates and provide ongoing support of this assignment.

Early Childhood Program – Spring 2007
 Course offered: ESEC 381

Assessment 6: Science Investigation Unit
 Data Table: Science Investigation Unit
 (N=1)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				1 (100%)
Standard 3				1 (100%)
Standard 4				1 (100%)
Standard 5				1(100%)

Analysis: One teacher candidate was enrolled in the methods course for the spring semester 2007. Our findings indicate that the candidate exceeded the expectations of this assignment.

The candidate successfully meet Standards 1, 3, 4 and 5; key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate science topic, receiving feedback from the cooperating teacher and instructor prior to teaching, and the educational resources provided by the Early Childhood Methods course.

Early Childhood Program – Spring 2007
 Course offered: ESEC 381

Assessment 7: Math Unit
 Data Table: Math Unit
 (N=1)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				1 (100%)
Standard 3				1 (100%)
Standard 4				1 (100%)
Standard 5				1 (100%)

Analysis: One teacher candidate was enrolled in the methods course for the spring semester 2007. Our findings indicate that the candidate exceeded the expectations of this assignment.

The candidate successfully meet Standards 1, 3, 4 and 5; key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate science topic, receiving feedback from the cooperating teacher and instructor prior to teaching, and the educational resources provided by the Early Childhood Methods course.

Early Childhood Program – Spring 2007
Course offered: ESEC 381

Assessment 8: Ethics Project
Data Table: Ethics Project
(N=1)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				1 (100%)
Standard 2				1 (100%)
Standard 5				1 (100%)

Analysis: One teacher candidate was enrolled in the methods course for the spring semester 20007. Our findings indicate that the candidate exceeded the expectations of this assignment. This includes describing the Ethical Code of Conduct and describing and analyzing at least one family dilemma.