

Early Childhood Program – Fall 2008
 Course offered: ESEC 381

Assessment 1: Child Study
 Data Table: Child Study Project
 (N=10)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 2			4 (40%)	6 (60%)
Standard 3		2 (20%)	2 (20%)	6 (60%)
Standard 5			4 (40%)	6 (60%)

Analysis: Our findings determine that 100% of candidates met or 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 lacked quality assessment strategies which impacted the quality of the recommendations for future activities for the students.

Early Childhood Program – Fall 2008
 Course offered: ESEC 450

Assessment 2: Student Teaching Unit
 Data Table: Student Teaching Unit
 (N=3)

Birth to age 5

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

K-3

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

Combined Data (2 entries per student)
(N= 6)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1				6 (100%)
Standard 2				6 (100%)
Standard 3				6 (100%)
Standard 4				6 (100%)
Standard 5				6 (100%)

Analysis: Our findings determine that 100% of our candidates exceeded the expectations of this assignment in Fall 2008. 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.

Early Childhood Program – Fall 2008

Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts
(N=10)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 3		2 (20%)	2 (20%)	6 (60%)
Standard 4		2 (20%)	2 (20%)	6 (60%)
Standard 5			4 (40%)	6 (60%)

Analysis: Our findings determine that 60% of our candidates 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 the instructor prior to teaching their lesson and used this to revise their plans. Analysis of our scoring sheet has determined that candidates are challenged with creating accurate learning outcomes and aligning assessment with objectives. Students made improvements with feedback.

Early Childhood Program – Fall 2008
 Course offered: ESEC 450

Assessment 5: Student Teaching Reflection
 Data Table: Student Teaching Reflection birth to age 8
 (N=3)

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

Analysis: Our findings determine that 100% of our candidates exceeded the expectations of this assessment in Fall 2008. 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 2008
 Course offered: ESEC 381

Assessment 6: Science Investigation Unit
 Data Table: Science Investigation Unit
 (N=10)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 3			4 (40%)	6 (60%)
Standard 4			4 (40%)	6 (60%)
Standard 5		2 (20%)	2 (20%)	6 (60%)

Early Childhood Program – Fall 2008
Course offered: ESEC 381

Assessment 7: Math Unit
Data Table: Math Unit
(N=10)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 3			4 (40%)	6 (60%)
Standard 4			4 (40%)	6 (60%)
Standard 5			4 (40%)	6 (60%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in Fall 2008. Key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate math topic, receiving feedback from the cooperating teacher and instructor prior to teaching, and the educational resources provided by the EC Methods course. Candidates complete this unit after the science unit and improvement of the technical aspects of planning lessons and the oral presentation was evident.

Early Childhood Program – Fall 2008
 Course offered: ESEC 381

Assessment 8: Ethics Project
 Data Table: Ethics Project
 (N=10)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 2			4 (40%)	6 (60%)
Standard 5			4 (40%)	6 (60%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in Fall 2008. This includes describing the Ethical Code of Conduct and describing and analyzing at least one family dilemma.

Early Childhood Program – Spring 2009
 Course offered: ESEC 381

Assessment 1: Child Study
 Data Table: Child Study Project
 (N=4)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			2 (50%)	2 (50%)
Standard 2		1 (25%)	2 (50%)	1 (25%)
Standard 3		1 (25%)	2 (50%)	1 (25%)
Standard 5		1 (25%)	2 (50%)	1 (25%)

Analysis: Our findings determine that 100% of candidates met or exceeded expectations and demonstrated knowledge of child development. Candidates who needed improvement had lacked quality assessment strategies which impacted the quality of the recommendations they suggested for future activities for the students.

Early Childhood Program – Spring 2009
 Course offered: ESEC 450

Assessment 2: Student Teaching Unit
 Data Table: Student Teaching Unit
 (N=10)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (40%)	6 (60%)
Standard 2			4 (40%)	6 (60%)
Standard 3			4 (40%)	6 (60%)
Standard 4			4 (40%)	6 (60%)
Standard 5			4 (40%)	6 (60%)

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1	5	4
Standard 2		1	6	3
Standard 3		2	5	3
Standard 4		1	7	2
Standard 5		1	5	4

Combined Data (2 entries per student)
 (N= 20)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1	9	10
Standard 2		1	10	9
Standard 3		2	9	9
Standard 4		1	11	8
Standard 5		1	9	10

Analysis: Our findings determine that 100% of our candidates exceeded the expectations of this assignment in Fall 2008. 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.

Early Childhood Program – Spring 2009
Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts
(N=4)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			2 (50%)	2 (50%)
Standard 3		1 (25%)	2 (50%)	1 (25%)
Standard 4		1 (25%)	2 (50%)	1 (25%)
Standard 5		1 (25%)	2 (50%)	1 (25%)

Analysis: Our findings determine that 50% of our candidates 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 the instructor prior to teaching their lesson and used this to revise their plans. Analysis of our scoring sheet has determined that the student who needed improvement was challenged by following directions of the assignment; candidates were challenged with creating accurate learning outcomes and aligning assessments with objectives.

Early Childhood Program – Spring 2009
 Course offered: ESEC 450

Assessment 5: Student Teaching Reflection
 Data Table: Student Teaching Reflection birth to age 8
 (N=10)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1	3	6
Standard 2		1	4	5
Standard 3		2	4	4
Standard 4		1	4	5
Standard 5		1	4	5

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1	5	4
Standard 2		1	6	3
Standard 3		2	5	3
Standard 4		1	7	2
Standard 5		1	5	4

Combined Data (2 entries per student)
 (N= 20)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		2	8	10
Standard 2		2	10	8
Standard 3		4	9	7
Standard 4		2	11	7
Standard 5		2	9	9

Analysis: Our findings determine that 100% of our candidates exceeded the expectations of this assessment in Spring 2009. 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 – Spring 2009
 Course offered: ESEC 381

Assessment 6: Science Investigation Unit
 Data Table: Science Investigation Unit
 (N=4)

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

Analysis: Our findings determine 50% of our candidates exceeded the expectations of this assignment in Spring 2009. Key elements in the success of the 2 candidates 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 EC Methods course. The candidates complete this unit after the science unit and improvement of the technical aspects of planning lessons and the oral presentation was evident. The candidates who needed improvement were challenged with following directions of the assignment, aligning learning outcomes with assessment and student learning, and completing all components of the learning experience plan.

Early Childhood Program – Spring 2009
 Course offered: ESEC 381

Assessment 7: Math Unit
 Data Table: Math Unit
 (N=4)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (25%)	2 (50%)	1 (25%)
Standard 3		1 (25%)	2 (50%)	1 (25%)
Standard 4		1 (25%)	2 (50%)	1 (25%)
Standard 5		1 (25%)	2 (50%)	1 (25%)

Analysis: Our findings determine 75% of our candidates met or exceeded the expectations of this assignment in Spring 2009. Key elements in this success include collaborating with the cooperating teacher in the selection of an appropriate math topic, receiving feedback from the cooperating teacher and instructor prior to teaching, and the educational resources provided by the EC Methods course. The candidate who needed improvement was challenged with following directions of the assignment and the planning and preparation component of the unit.

Early Childhood Program – Spring 2009
Course offered: ESEC 381

Assessment 8: Ethics Project
Data Table: Ethics Project
(N=4)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			3 (75%)	1 (25%)
Standard 2		1 (25%)	2 (50%)	1 (25%)
Standard 5		1 (25%)	2 (50%)	1 (25%)

Analysis: Our findings determine that 75% of our candidates met or exceeded the expectations of this assignment in Spring 2009. This includes describing the Ethical Code of Conduct and describing and analyzing at least one family dilemma. The student who needed improvement understood the value of the Ethical Code of Conduct and the Ideals and Principles, but needed further development in the area of following directions of the assignment and writing effectively.