

Early Childhood Program – Fall 2007  
Course offered: ESEC 381

Assessment 1: Child Study  
Data Table: Child Study Project  
(N=5)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (20%)	4 (80%)
Standard 2			1 (20%)	4 (80%)
Standard 3			1 (20%)	4 (80%)
Standard 5			1 (20%)	4 (80%)

Analysis: Our findings determine that 80% 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 thorough descriptions of child development and assessment strategies which impacted the quality of the developmental portfolio.

Early Childhood Program – Fall 2007  
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				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 exceeded the expectations of this assignment in Fall 2007. 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 2007  
Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts  
(N=5)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (20%)	4 (80%)
Standard 3		1 (20%)	4 (80%)	
Standard 4			1 (20%)	4 (80%)
Standard 5			1 (20%)	4 (80%)

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 the instructor prior to teaching their lesson and used this to revise their plans. Analysis of our scoring sheet has determined that candidates are somewhat challenged with aligning objectives with assessment, utilizing appropriate assessment strategies and documenting student learning.

Early Childhood Program – Fall 2007  
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 2007.

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 2007  
Course offered: ESEC 381

Assessment 6: Science Investigation Unit  
Data Table: Science Investigation Unit  
(N=5)

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

Analysis: Our findings determine that 60% of our candidates met or exceeded the expectations of this assignment in Fall 2007. The candidates 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. Candidates are typically challenged with aligning objectives with assessment and utilizing appropriate assessment strategies for documentation as part of the learning experience plan. Additionally, students did not demonstrate effective communication and organizational skills for the oral presentation component.

Early Childhood Program – Fall 2007  
Course offered: ESEC 381

Assessment 7: Math Unit  
Data Table: Math Unit  
(N=5)

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

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in Fall 2007. 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 2007  
Course offered: ESEC 381

Assessment 8: Ethics Project  
Data Table: Ethics Project  
(N=5)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (20%)	4 (80%)
Standard 2			1 (20%)	4 (80%)
Standard 5			1 (20%)	4 (80%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in Fall 2007. This includes describing the Ethical Code of Conduct and describing and analyzing at least one family dilemma.

Early Childhood Program – Spring 2008  
Course offered: ESEC 381

Assessment 1: Child Study  
Data Table: Child Study Project  
(N=5)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (80%)	1 (20%)
Standard 2			4 (80%)	1 (20%)
Standard 3			4 (80%)	1 (20%)
Standard 5			4 (80%)	1 (20%)

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.

Early Childhood Program – Spring 2008  
Course offered: ESEC 450

Assessment 2: Student Teaching Unit  
Data Table: Student Teaching Unit  
(N=6)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (17%)	5 (83%)
Standard 2			2 (33%)	4 (67%)
Standard 3			4 (67%)	2 (33%)
Standard 4			1 (17%)	5 (83%)
Standard 5			4 (67%)	2 (33%)

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			4 (67%)	2 (33%)
Standard 2		1 (16%)	5 (83%)	
Standard 3		2 (33%)	2 (33%)	2 (33%)
Standard 4			3 (50%)	3 (50%)
Standard 5			6 (100%)	

Combined Data (2 entries per student)  
(N= 12)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			5 (42%)	7 (58%)
Standard 2		1 (8%)	7 (58%)	4 (33%)
Standard 3		2 (17%)	6 (50%)	4 (33%)
Standard 4			4 (33%)	8 (67%)
Standard 5			10 (83%)	2 (17%)

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.

Early Childhood Program – Spring 2008  
Course offered: ESEC 381/386

Assessment 3: Learning Experience Plans

Data Table: Learning Experience Plans – Literacy, Social Studies, Creative Movement, Creative Arts  
(N=5)

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

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 the instructor prior to teaching their lesson and used this to revise their plans. Focus on student learning outcomes supported improved alignment of objectives and assessment strategies.

Early Childhood Program – Spring 2008  
Course offered: ESEC 450

Assessment 5: Student Teaching Reflection  
Data Table: Student Teaching Reflection birth to age 8  
(N=6)

Birth to age 5

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			2 (33%)	4 (67%)
Standard 2			3 (50%)	3 (50%)
Standard 3			3 (50%)	3 (50%)
Standard 4			3 (50%)	3 (50%)
Standard 5			2 (33%)	4 (67%)

K-3

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1		1 (17%)	3 (50%)	2 (33%)
Standard 2			6 (100%)	
Standard 3		2 (33%)	4 (67%)	
Standard 4		1 (17%)	3 (50%)	2 (33%)
Standard 5			4 (67%)	2 (33%)

Combined Data (2 entries per student)  
(N= 12)

Standard 1		1 (8%)	5 (42%)	6 (50%)
Standard 2			9 (75%)	3 (25%)
Standard 3		2 (17%)	7 (58%)	3 (25%)
Standard 4		1 (8%)	6 (50%)	5 (42%)
Standard 5			6 (50%)	6 (50%)

Analysis: Data indicate that candidates need improvement in their primary grades units in terms of making them developmentally appropriate, using a range of teaching strategies, and having appropriate assessment strategies. Candidates needing improvement didn't include sufficient documentation 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. 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.

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Assessment 6: Science Investigation Unit  
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Standard 1			2 (40%)	3 (60%)
Standard 3			2 (40%)	3 (60%)
Standard 4			2 (40%)	3 (60%)
Standard 5			2 (40%)	3 (60%)

Analysis: Our findings determine that 100% of our candidates met or exceeded the expectations of this assignment in Spring 2008. 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 – Spring 2008  
Course offered: ESEC 381  
Assessment 7: Math Unit  
Data Table: Math Unit  
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Standard 1			3 (60%)	2 (40%)
Standard 3			3 (60%)	2 (40%)
Standard 4			3 (60%)	2 (40%)
Standard 5			3 (60%)	2 (40%)

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



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Assessment 8: Ethics Project  
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(N=5)

	Unacceptable	Needs Improvement	Meets Expectations	Exceeds Expectations
Standard 1			1 (20%)	4 (80%)
Standard 2			1 (20%)	4 (80%)
Standard 5			1 (20%)	4 (80%)

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