Keene State College
Teacher Candidate Preparation Program
-----------Early Childhood-----------

1. **How have you used your data to make changes in the following areas of your program?**
   a. advisement practices:

We are better able to advise candidates regarding choice of liberal arts major, based in part on the results of the PRAXIS II test scores, which the state has only recently required for Early Childhood certification. We are also advising that candidates take MATH 172, even though it is not required, to strengthen their ability to teach mathematics in the primary grades.

   b. assessment practices or tools:

We have continued to improve and refine our key assessments and their alignment with NAEYC standards. Our rubrics are more sophisticated and drill down to the elements; this has been made possible by the implementation of Tk20. We also re-designed and re-aligned our assessments when the State of NH implemented the PRAXIS II, as that became our Assessment #1. We have strengthened the curriculum assessments (#6 and #7) to better reflect the differences in the age ranges (birth to age 5 and K-grade 3). We have edited the Student Teaching Unit (Assessment #3) to better guide candidates in the documentation of their planning, and we have developed a new assessment of their impact on student learning (Assessment #5), which we are piloting this current semester. The first versions of this assessment will be submitted by the end of October.

   c. curricular design:

When we redesigned the Early Childhood curriculum in 2006 we used feedback from cooperating professionals and from candidates about the need for increased field experience. We now have two semesters of methods coursework, each with an intensive field experience component. This allows us to collect additional data on the child study (Assessment #2) to more thoroughly cover the age range and diversity of students in early childhood classrooms.

   d. Other:

We continually evaluate the course curriculum, including in-class activities and readings, based on results of our assessment data. For example, we have strengthened the in-class analysis of the NAEYC Code of Ethics, based on data from Assessment #8 (Ethics Assignment). We have also added readings on child guidance and family involvement, based on data from Assessment #4, the Student Teaching Evaluation form.

2. **How do evaluation instruments and feedback from pre-service candidate and partners (formative/summative) directly inform your program design and delivery?**

As already mentioned, we used feedback from pre-service candidates, field partners, and alumni when we redesigned the curriculum to include more field experience. We have also added readings on child guidance and family involvement based on data from candidates and field partners.

3. **How is technology used in your program curriculum---**

    a. to gather data and inform curriculum

We are beginning to use Tk20 to gather data and expect to use it to inform our curricular decisions in the future.

    b. to engage our pre-service candidates by modeling best practices in our classrooms

Because the Early Childhood field includes children from birth through grade 3, we use an inclusive definition of technology. We do not use computer technology with children younger than 5 in the classroom environment, but we do use digital media to document student learning and the impact of pre-service candidates teaching on such learning. We carefully obtain permission from families prior to using any digital documentation of learning. In the primary grades experiences we are incorporating the use of simple technology such as the overhead projector (still used in many schools) and are exploring digital storytelling, creating audio books, and using WebQuest. Candidates use Inspiration for creating concept maps for curriculum unit development. Candidates use word processing and other software tools to create worksheets for assessing student learning, and they frequently conduct research on the internet. We use Blackboard for course management and EBSCO Host for research.

    c. to inform the curriculum design and pedagogy with students in the field?

See response to 3.b. as I have discussed both topics together. In addition to the above mentioned technology, this fall we have a field placement with a SmartBoard (for the first time). We will be learning more about this technology as it has recently been installed on campus as well.

4. **For your program, please list all forms of technology used to develop and / or reinforce content mastery for our pre-service candidate and in service candidates**

See 3.a. and 3.b. above. Courses on campus include the use of PowerPoint, video, Blackboard, and many hands-on materials to demonstrate real learning with children.

5. **How have you made program adjustments and changes through the examination of dispositional data (include unit and SPA related dispositional data) for our candidates over the past three years?**

We use the dispositional assessment to monitor and inform candidates of their progress and of the expectations for professional and personal performance as early childhood educators. We have counseled several candidates out of the program, based on dispositional data from the field partners as well as from college supervisors and course instructors. We have also recommended more time in the field for candidates if the dispositional assessments indicate that this could be helpful. Program adjustments have not been made based on dispositional data alone, but this in conjunction with feedback from pre-service candidates, alumni, and cooperating professionals has resulted in the increase in field experience.

6. **If you did not provide student work samples demonstrating "did not meet" quality, please explain why:**

At present we do not have an electronic repository of all levels of candidate work samples. Therefore we have requested of all candidates that they supply us with examples of their projects that are used as Key Assessments. The candidates whose work samples did not meet expectations have not continued in the program. It does not feel ethical to us to contact them and ask for their work samples, since they know that these projects did not meet the standards. However, as we collect our candidate work samples using Tk20 we will have such samples in the future. Another limitation on work samples has to do with those projects that document student learning. We will not be collecting photos of children or children's work through Tk20 because of confidentiality issues; we do not have permission to post this type of work on the internet. Since Tk20 is a web-based system, we will not be able to post these documents in it.

Additional comment related to diversity:

The Early Childhood program has expanded its field placement sites to include community child care centers and Head Start centers in the past three years. This expansion provides us with additional opportunity to expose our candidates to diverse students in the P-12 setting, and to strengthen their abilities with all students.

Respectfully submitted,

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