



EARLY CHILDHOOD MASTER'S PROGRAM OUTCOMES AND ARTIFACTS

<p>ECE Courses</p>  <p>ECE Program Outcomes</p> 	<p>Educ 574 Early Childhood Program Org. and Mgt. T-K1, LD-K1, LR-K1, T-S4, T-D2, T-S2, LD-S2, T-D1, LD-S3, LD-S1, LD-D1, LR-D1</p>	<p>Educ. 578 Infants and Toddlers T-K1, T-S1, T-S2, T-S3, LD-K1, LD-S1, LR-D1, T-S4</p>	<p>Educ. 565 The Young Child: Language and Lit. Devel. LR-K1, LD-K1, T-K1, LR-S1, T-S3, T-S1, T-S2, LD-S2, T-S4, T-D1, LD-S3</p>	<p>Educ. 580 Pre-Primary Education T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S1, LR-D1</p>	<p>Educ. 650 Family and Culture</p>	<p>Educ. 583 Primary Education T-K1, T-S1, T-S2, T-S3, T-S4, LD-K1, LD-S1, LR-D1</p>	<p>Educ. 573A Action Research Project</p>	<p>Educ. 573B Practical Application of Action Research</p>	<p>Clinical Experience Educ 678 Infants and Toddlers Educ 680 Pre-Primary Educ 683 Primary</p>
<p>1. NAEYC STANDARD 1. PROMOTING CHILD DEVELOPMENT AND LEARNING Candidates prepared in early childhood degree programs are grounded in a child development knowledge base. They 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</p>									

challenging for each child. InTASC 1 T-K1									
1a: Knowing and understanding young children's characteristics and needs, from birth through age 8. Expectation= 2.5 1/1/16-10/24/16 8/29/176/12/31/16		Narrative					Literature Review		Reflective Journal 1/1/16-10/24/16 N= 27 Mean=2.81 Beginning=4% Developing=26% Advancing=56% Proficient=15% 8/29/16-12/31/16 N= 20 Mean= 2.4 Beginning=5% Developing=50% Advancing=45% Proficient=0%
1b: Knowing and understanding the multiple influences on early development and learning Expectation= 2.5 1/1/16-10/24/16 8/29/176/12/31/16		Narrative					Literature Review		Reflective Journal 1/1/16-10/24/16 N=27 Mean=2.81 Beginning=4% Developing=30% Advancing=48% Proficient=19% 8/29/16-12/31/16 N= 20 Mean= 2.55 Beginning=5%

									Developing=40% Advancing=50% Proficient=5%
1c: Using developmental knowledge to create healthy, respectful, supportive, and challenging learning environments for young children		Narrative						Defense of the Topic	
2.NAEYC STANDARD 2. BUILDING FAMILY AND COMMUNITY RELATIONSHIPS Candidates prepared in early childhood degree programs understand that successful early childhood education depends upon partnerships with children's families and communities. They 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. InTASC 1 T-K1									
2a. Knowing about and understanding diverse family and community characteristics Expectation= 2.5 1/1/16-10/24/16 8/29/16-12/31/16					<p>Narrative 1/1/16-10/24/16 N=9 Mean=3.67 Beginning=0 Developing=0 Advancing=33 % Proficient=67%</p> <p>8/29/16-12/31/16 N= 9 Mean= 3.33 Beginning=0% Developing=0% Advancing=67 % Proficient=33%</p>			Dissemination Plan	
2b: Supporting and engaging families and communities through respectful, reciprocal relationships Expectation= 2.5 1/1/16-10/24/16 8/29/16-12/31/16					<p>Narrative 1/1/16-10/24/16 N=9 Mean=3.44 Beginning=0 Developing=11 % Advancing=33 % Proficient=56%</p> <p>8/29/16-12/31/16 N= 9 Mean= 3.33 Beginning=0% Developing=0%</p>			Dissemination Plan	

					Advancing=67% Proficient=33%				
2c. <i>Demonstrating cultural competence and effective collaboration to involve families and communities in their children's development and learning</i> Expectation= 2.5 1/1/16-10/24/16 8/29/16-12/31/16					Narrative 1/1/16-10/24/16 N=9 Mean=3.56 Beginning=0 Developing=0 Advancing=44% Proficient=56% 8/29/16-12/31/16 N= 9 Mean= 3.33 Beginning=0% Developing=0% Advancing=67% Proficient=33%			Dissemination Plan	
3. NAEYC STANDARD 3. OBSERVING, DOCUMENTING, AND ASSESSING TO SUPPORT YOUNG CHILDREN AND FAMILIES Candidates understand that child observation, documentation, and other forms of assessment are central to the									

<p>practice of all early childhood professionals. They 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 positively influence the development of every child. InTASC 2,3,4,5,6,7,8 T-S1,T-S2,T-S3,T-S4,LD-K1, LD-S2, LD-S3, LR-K1</p>								
<p>3a: Understanding the goals, benefits, and uses of assessment – including its use in development of appropriate goals, curriculum, and teaching strategies for young children.</p>			<p>Capstone</p>				<p>Defense of Topic</p>	
<p>3b: Knowing about and using</p>			<p>Capstone</p>					<p>Reflection journal</p>

<p>observation, documentation, and other appropriate assessment tools and approaches, including the use of technology in documentation, assessment and data collection</p> <p>Expectation= 2.5 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>								<p>1/1/16-10/24/16 N=27 Mean=2.41 Beginning=19% Developing=26% Advancing=52% Proficient=4%</p> <p>8/29/16-12/31/16 N= 20 Mean= 2.45 Beginning=10% Developing=35% Advancing=55% Proficient=0%</p> <p>Video or Photo documentation 1/1/16-10/24/16 N=20 Mean=3.3 Beginning=5% Developing=15% Advancing=25% Proficient=55%</p> <p>8/29/16-12/31/16 N= 21 Mean= 2.86 Beginning=5% Developing=24% Advancing=52% Proficient=19%</p>
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3c: Understanding and practicing responsible assessment to promote positive outcomes for each child, including the use of assistive technology for children with disabilities.			Capstone					Defense of Topic	
3d: Demonstrating ability to collaborate effectively to build assessment partnerships with families and with professional colleagues to build effective learning environments			Capstone					Dissemination Plan	
4. NAEYC STANDARD 4. USING DEVELOPMENTALLY EFFECTIVE APPROACHES TO CONNECT WITH CHILDREN AND FAMILIES Candidates prepared in early childhood degree programs understand that teaching and									

<p>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. InTASC 2,3,4,5,6,7,8 T-S1,T-S2,T-S3,T-S4,LD-K1, LD-S2, LD-S3, LR-K1.</p>									
<p>4a: Understanding positive relationships and supportive interactions as the foundation of their work with young children</p> <p>Expectation= 2.5 1/1/16-10/24/16</p>						Narrative			<p>Reflection Journal</p> <p>1/1/16-10/24/16 N=27 Mean=2.96 Beginning=11% Developing=15% Advancing=41% %</p>

8/29/176/12/31/16								<p>Proficient=33%</p> <p>8/29/16-12/31/16 N= 20 Mean= 2.9 Beginning=0% Developing=25% Advancing=60% Proficient=15%</p>
<p>4b: Knowing and understanding effective strategies and tools for early education, including appropriate uses of technology</p> <p>Expectation= 2.5 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>					Narrative			<p>Reflection journal</p> <p>1/1/16-10/24/16 N=27 Mean=2.63 Beginning=11% Developing=22% Advancing=59% Proficient=7%</p> <p>8/29/16-12/31/16 N= 20 Mean= 2.45 Beginning=10% Developing=35% Advancing=55% Proficient=0%</p> <p>Video or Photo documentation 1/1/16-10/24/16 N=20 Mean=3.15 Beginning=0</p>

									Developing=25% Advancing=35% Proficient=40% 8/29/16-12/31/16 N= 21 Mean= 2.9 Beginning=5% Developing=19% Advancing=57% Proficient=19%
4c: Using a broad repertoire of developmentally appropriate teaching /learning approaches with a high level of cultural competence, understanding and responding to diversity in culture, language and ethnicity.						Narrative			
4d: Reflecting on own practice to promote positive outcomes for each child Expectation= 2.5 1/1/16-10/24/16 8/29/176/12/31/16						Narrative			Reflective Journal 1/1/16-10/24/16 N=27 Mean=2.93 Beginning=4% Developing=19% Advancing=59% Proficient=19% 8/29/16-12/31/16

										N= 2.4 Mean= 2.86 Beginning=5% Developing=60% Advancing=25% Proficient=10%
5. NAEYC STANDARD 5. USING CONTENT KNOWLEDGE TO BUILD MEANINGFUL 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										

<p>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.</p> <p>InTASC 1 T-K1</p>								
<p>5a: Understanding content knowledge and resources in academic disciplines: language and literacy; the arts – music, creative movement, dance, drama, visual arts; mathematics; science, physical activity, physical education, health and safety; and social studies</p> <p>Expectation= 2.5 1/1/16-10/24/16</p> <p>8/29/176/12/31/16</p>				<p>Narrative 1/1/16-10/24/16 N=7 Mean=3 Beginning=0 Developing=29% Advancing=43% Proficient=29%</p> <p>8/29/16-12/31/16 N= 4 Mean= 2.75 Beginning=0% Developing=50% Advancing=25% Proficient=25%</p>				<p>Reflection journal 1/1/16-10/24/16 N=27 Mean=2.74 Beginning=11% Developing=15% Advancing=63% Proficient=11%</p> <p>8/29/16-12/31/16 N= 20 Mean= 2.6 Beginning=10% Developing=25% Advancing=60% Proficient=5%</p> <p>Video or Photo documentation 1/1/16-10/24/16 N=20</p>

									<p>Mean=3.05 Beginning=0% Developing=30% Advancing=35% Proficient=35%</p> <p>8/29/16-12/31/16 N= 21 Mean= 2.81 Beginning=10% Developing=24% Advancing=43% Proficient=24%</p>
<p>5b: Knowing and using the central concepts, inquiry tools, and structures of content areas or academic disciplines</p> <p>Expectation= 2.5 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>				<p>Narrative 1/1/16-10/24/16 N=7 Mean=3.29 Beginning=0% Developing=14% Advancing=43% Proficient=43%</p> <p>8/29/16-12/31/16 N= 4 Mean= 3 Beginning=0% Developing=25% Advancing=50% Proficient=25%</p>					

<p>5c: Using own knowledge, appropriate early learning standards, and other resources to design, implement, and evaluate developmentally meaningful and challenging curriculum for each child.</p> <p>Expectation= 2.5 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>				<p>Narrative 1/1/16-10/24/16 N=7 Mean=3.43 Beginning=0 Developing=14 % Advancing=29 % Proficient=57%</p> <p>8/29/16-12/31/16 N= 4 Mean= 3 Beginning=0% Developing=0% Advancing=75 % Proficient=25%</p>			Literature Review	Defense of Topic	
<p>6.NAEYC STANDARD 6. GROWING AS A PROFESSIONAL Candidates prepared in early childhood degree programs identify and conduct themselves as members of the early childhood profession. They know and use ethical guidelines and other professional standards related to early childhood practice. They are</p>									

<p>continuous, collaborative learners who demonstrate knowledgeable, reflective and critical perspectives on their work, making informed decisions that integrate knowledge from a variety of sources. They are informed advocates for sound educational practices and policies. InTASC 9,10 LD-S1, LR-S1, LR-D1</p>								
<p>6a: Demonstrating professional identification with and leadership skills in the early childhood field to think strategically, build consensus, create change, effectively collaborate with and mentor others, and have a positive influence on outcomes for children, families and the profession.</p> <p>Expectation: 2 3/2/15-1/18/16</p>	<p>Narrative</p> <p>3/2/15-1/18/16 n=19 mean=2.21 beginning=37% developing=16% advancing=37%</p>						<p>Implementing the Action Plan</p>	

	proficient =11%								
6b: In-depth understanding and thoughtful application of NAEYC Code of Ethical Conduct and other professional guidelines relevant to their professional role Expectation: 2 3/2/15-1/18/16	Narrative 3/2/15-1/18/16 n=19 mean=1.95 beginning=47% developing=21% advancing=21% proficient=11%								
6c: Using professional resources, inquiry skills and research methods to engage in continuous, collaborative learning and investigation relevant to practice and professional role. Expectation: 2 3/2/15-1/18/16	Narrative 3/2/15-1/18/16 n=19 mean=2.11 beginning=32% developing=32% advancing=32%						Literature Review		

	proficient = 5%								
6d: Integrating knowledgeable, reflective, and critical perspectives on early education based upon mastery of relevant theory and research Expectation: 2 3/2/15-1/18/16	Narrative 3/2/15-1/18/16 n=19 mean=2.16 beginning=32% developing=32% advancing=26% proficient=11%							Implementing the Action Plan	
6e: Engaging in informed advocacy for children and the profession, skillfully articulating and advocating for sound professional practices and public policies Expectation: 2 3/2/15-1/18/16	Narrative 3/2/15-1/18/16 n=19 mean=1.89 beginning=47% developing=26% advancing=16% proficient=11%							Implementing the Action Plan	

<p>6f: Demonstrating a high level of oral, written and technological communication skills with specialization for specific professional role(s) emphasized in the program.</p> <p>Expectation: 2 3/2/15-1/18/16</p>	<p>Narrative</p> <p>3/2/15-1/18/16 n=19 mean=2.21 beginning=37% developing=21% advancing=26% proficient=16%</p>						<p>Implementing the Action Plan</p>	
<p>7.NAEYC STANDARD 7 Field experiences and clinical practice are planned and sequenced so that candidates develop the knowledge, skills and professional dispositions necessary to promote the development and learning of young children across the entire developmental period of early childhood – in at least two of the three early childhood age groups (birth – age 3, 3 through 5, 5 through 8 years) and</p>								

<p>in the variety of settings that offer early education (early school grades, child care centers and homes, Head Start programs). ++Please note that you are required to experience each of the three age groups. InTASC 1,2,3,4,5,6,7,8,9,10 T-K1, T-S1, T-S2, T-S3, T-S4, T-D1, T-D2, LD-K1, LD-S1, LD-s2, LD-S3, LD-D1, LR-K1, LR-OS1, LR-D1</p>								
<p>7a birth through age 3</p> <p>Expectation: 2 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>								<p>Narrative</p> <p>1/1/16-10/24/16 N= 8 Mean= 2.88 Beginning=13% Developing=25% Advancing=25% Proficient=38%</p> <p>8/29/16-12/31/16 N= 6 Mean= 2.5 Beginning=17% Developing=33% Advancing=33% Proficient=17%</p>
<p>7b 3 through age 5</p>								<p>Narrative</p>

<p>Expectation: 2 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>								<p>1/1/16-10/24/16 N= 8 Mean= 3 Beginning=13% Developing=25% Advancing=13% Proficient=50%</p> <p>8/29/16-12/31/16 N= 6 Mean= 2.5 Beginning=17% Developing=33% Advancing=33% Proficient=17%</p>
<p>7c 5 through age 8</p> <p>Expectation: 2 1/1/16-10/24/16</p> <p>8/29/16-12/31/16</p>								<p>Narrative</p> <p>1/1/16-10/24/16 N= 8 Mean= 3 Beginning=13% Developing=25% Advancing=15% Proficient=50%</p> <p>8/29/16-12/31/16 N= 6 Mean= 2.5 Beginning=17% Developing=33% Advancing=33% Proficient=17%</p>

Data Results

January 31, 2016 (C&W charts by outcomes)

July 31, 2016 (C&W charts by outcomes)

Spring 2016 Plan of Action: Expectations for artifact scores were set at either 2 or 2.5 for each indicator listed on Core Standard 6. 19 artifacts were scored (n) and it was discovered that the mean scores did not always meet the minimum expectation. Since this is the first class in the student's EC program artifacts from later courses were identified which could also be linked to the Core Standard 6 program outcome in order to measure student growth. This led to examining all program outcomes to ensure that at least two artifacts from different courses and field experiences across the program were linked to program outcomes. As a result 6 new artifacts were identified and 6 new scoring rubrics were created.

Budget Implications: none

Spring 2017 Plan of Action: Prior to September 2016 anecdotal review of the field experience journals and documentation artifacts suggested that student reflection on Core Standard 5a appeared to be weakly connected to their field experience. As a result it was decided that clearer outcomes of the field experience needed to be expressed prior to student's beginning their experience. The field experience involvement proposal was updated to include tenets of CS 5a and implemented with new students beginning in October 2016. Future assessment should include examine any increases in CS5a proficiency.

Budget Implications: none

Summer 2017 Plan of Action: The previous plan of action suggested an examination of CS5a. It appears that scores have not significantly changed. This may be in part due to the transition to the new field experience proposal, and data in the sample may not be reflecting those using the new proposal. The use of student journals for assessment may not reflect the same level of learning as other assignments within the courses. Artifacts that may better exemplify student learning should be investigated.

Core standard scores satisfactorily are within or met target expectations.

Budget Implications: none