End of Year Assessment Report for Programs- Early Childhood

Program: Early Childhood Education		Semester/year: SPRING 2019
Program Coordinator: Laura Schaub	Meeting Date: MAY 15, 2019	Submission date: MAY 24, 2019
Name	Position	Signature
Lisa Amundson	Dean School of Education	*Lisa Amundson*
Paul Alvord	Assistant Professor	*Paul Alvord*
MARK LAMB	Associate Professor	*signature*
Vanda Elderwood	Associate Professor	*Vanda Elderwood*
Laura Schaub	Assistant Professor	*Laura Schaub*

Program Mission Statement

Greenville University teacher candidates will create classroom environments that promote cooperation and responsibility, support self-worth, affirm the dignity of all students, and stimulate learning.

Program Objectives

Outcome #1: Be able to state the concepts and structure basic to their subject matter specializations articulate instructional outcomes, and use teaching styles, resources, and strategies appropriate for all learners.

Outcome #2: Be able to identify important characteristics of learners stemming from sociological, psychological, and cultural environments at various stages of growth and development, and implement appropriate strategies.

Outcome #3: Be able to create positive learning environments for students from varied cultural milieus.

Outcome #4: Be able to develop and utilize teaching strategies based on tested psychological principles, learning theories, current research, and emerging technology appropriate for various teaching and learning environments.

Outcome #5: Be able to engage students in higher level thinking by using an array of technological and other resources, and a variety of written and communication techniques.

Outcome #6: Be able to use a variety of assessment strategies and techniques to assure positive student development.

Outcome #7: Be able to distinguish among different roles of students, parents, and school officials within diverse social contexts and to create positive learning experiences within school and community environments.

Outcome #8: Be able to state cognitive, affective, and psychomotor goals of education from historical, philosophical, social, cultural, and global perspectives and be able to use these goals in assessing personal attitudes and strategies, learning environments, and the profession.

Outcome #9: Assume responsibility for staying abreast of current professional developments and educational research with regard to theory and best practice.

Outcome #10: Exemplify in planning and demonstrate in practice the dispositions articulated by unit faculty as necessary for all teacher education candidates.

Outcome #11: Be able to communicate effectively in both written and spoken modes with all constituents.

Outcome #12: Be a model of hope

Assessment Methods and Benchmarks- SPRING SEMESTER

For each program objective, choose one "best representative" assignment at the Introductory, Developmental, and Mastery levels. You will have a total of three assignments/measurements per program objective. Put this information in a chart. Refer back to your Program Learning Objective Alignment Chart to determine best representative assignments and benchmarks. In any given semester, you may not have assignments at all three levels for every program objective; simply report all that you can.

Program Objective	Introducing	Developing	Mastering
PO1. Concepts and Structure	EDUC 282- Neuroscience and S/L	EDUC 340-My Classroom Project	EDUC 401- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO2. Characteristics of Learners	EDUC 280- Diverse Learner Present	EDUC 333- CMP T2	EDUC 401- Task 1
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO3. Learning Environments	*EDUC 202- Quiz #2*	EDUC 333- CMP T1	*EDUC 401- TASK 2*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO4. Teaching Strategies	EDUC 280- Diverse Learn Supports	*EDUC 282- Lesson Plans*	*EDUC 401- TASK 1*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO5. Higher Level Thinking	EDUC 101- Current topic present	EDUC 340-Neuroscience and S/L	EDUC 401- TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO6. Assessment Strategies	EDUC 333- Data Collection Project	EDUC 340- EdTPA Task 3	EDUC 401: TASK 3
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO7. Distinguish Roles of Stakeholders	*EDUC 280- Diverse Learner Supports*	EDUC 340- Grading Practices Exploration	*Seminar- CDL*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence:
PO8. Goals of Education	EDUC 101- Essay #1	*EDUC 282- Theory Presentation*	Seminar- CDL
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=75%
	Evidence:	Evidence:	Evidence: N/A
PO9. Professionally Current	EDUC 202- Research Project	EDUC 333- Debate	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO10. Articulated Dispositions	EDUC 202- Co Teacher Evaluation	EDUC 280- IEP team Simulation	Seminar- Disposition
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

PO11. Communicated Effectively	*EDUC 101- Current Hot Topic Presentation*	EDUC 280-CoTeaching Plan	*Seminar- Dispositions*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:
PO12. Be a Model of Hope	EDUC 101- Journal #1	*EDUC 333- CMP T2*	*Seminar- Dispositions*
	Benchmark: >=75%	Benchmark: >=75%	Benchmark: >=2.75
	Evidence:	Evidence:	Evidence:

CAEP STANDARD 1

Exit Interview Data:

Question #1:

Discuss theories and/or theorists in your primary **content area** with which you most closely identify. What have they contributed to the field and why do you subscribe to these theories? Give an example from your clinical experiences to illustrate how you are applying one of those theories to your practice and describe its impact on student outcomes.

PROGRAM MEAN: There were 0 Early Childhood Majors that Participated in the Exit Interview

Question #2:

Describe the ideal classroom community that you hope to create. Then, discuss specific expectations and procedures that you feel are critical in order to create the community you describe.

PROGRAM MEAN: There were 0 Early Childhood Majors that Participated in the Exit Interview

Question #3:

Describe the link between assessment and instruction. Discuss critical factors that will influence your instructional decision-making and explain how considering these factors will help you to better serve students.

PROGRAM MEAN: There were 0 Early Childhood Majors that Participated in the Exit Interview

Content Area Test Data:

PROGRAM MEAN: There were 0 Early Childhood Majors that took the Content test this semester

edTPA Data: Scores represent mean Program Scores: There were 0 Early Childhood Majors that took the edTPA this semseter

edTPA test score	
edTPA Rubric Score	
edTPA Rubric 1	
edTPA Rubric 2	
edTPA Rubric 3	
edTPA Rubric 4	
edTPA Rubric 5	
edTPA Rubric 6	

edTPA Rubric 7	
edTPA Rubric 8	
edTPA Rubric 9	
edTPA Rubric 10	
edTPA Rubric 11	
edTPA Rubric 12	
edTPA Rubric 13	
edTPA Rubric 14	
edTPA Rubric 15	

CAEP STANDARD 2:
Disposition Reports: There were no disposition reports from this semseter

CAEP STANDARD 3:
Mean entry score of Basic Skills for admission to the program:

CAEP STANDARD 4:

Completer Reports:
Alumni Survey:

Analysis of Assessment Findings- SPRING SEMESTER

There is no data to report assessment findings.

Sharing and Discussion of Assessment Findings – SPRING SEMESTER

Early Childhood faculty will continue to work on classes to ensure all student objectives are aligned with assignments for preservice teacher prepartaion

Use of Assessment Findings for Program Improvement (Action Plan)- SPRING SEMESTER

N/A

Full Year Reflection- FALL/ INTERTERM/SPRING TERMS

Discussion with students and faculty surrounding the removal of EDUC 145 to offer only the Early Childhood Major. Decided to only offer dual major and keep the additional EDUC 145 course to benefit students.
Reaccess objectives and assignments of EDUC 205
- Faculty will complete content test Summer 2019
- Faculty will complete EdTPA training Summer 2019
- Faculty will complete updates to EDUC 205 Summer 2019
- Faculty will complete updates to EDUC 300 and EDUC 302 Summer 2019
- Faculty will complete Gateway Standard Alignment and this Alignment will be approved by Illinois Gateways to Opportunity by September 2019

Supporting Documents

NOTES: Early Childhood is a new program

ACTION ITEMS:
- ✓ **There is the possibility of pushing back CAEP visit to acquire more data for ECH/Middle Grades**
- ✓ **Add InTASC Standards and Charlotte Danielson models**
- ✓ **Add Exit Interview data**
- ✓ **Add edTPA scores**
- ✓ **Add disposition reports**
- ✓ **Faculty encouraged to take practice Early Childhood Content test**