

<b>Academic Program Name:</b>	Early Childhood Education (ECED)
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<b>Program Goal</b>	<b>Student Learning Outcome</b>	<b>Assessment Instruments and Frequency of Assessment</b>	<b>Expected Outcome</b>	<b>Summary of Data Collected</b>	<b>Review of Results and Actions Taken</b>
1. Graduates in Early Childhood Education (ECED) will demonstrate specific knowledge, skills, and dispositions to be effective teachers as outlined by the South Carolina Department of Education system for Assisting, Developing, and Evaluating Professional Teaching ( <a href="#">ADEPT</a> ) and the Department of Teacher	ECED candidates will reach “at standard” (for consistent performance) on each of the five components of teacher performance (planning, lesson implementation, assessment, learning environment development, and professional responsibilities and teaching dispositions) on the <a href="#">Lesson Observation Conference Form</a> .	<p><a href="#">Lesson Observation Conference Form</a> during EDUC 461 Directed Teaching (and at multiple points in early program) is used to score ECED candidates’ performance as a teacher.</p> <p>Data collection each fall and spring semesters.</p>	During EDUC 461, 90% of ECED candidates will attain “at standard” or higher on each of the five components of the <a href="#">Lesson Observation Conference Form</a> required for a grade of “Pass.”	<p>100% of ECED candidates entering EDUC 461 during fall/spring 2007-2008 (N = 23) attained “at standard” or higher on the LOCF as evidenced by passing EDUC 461, a requirement for graduation in the major.</p> <p>In-house assessment report for the <a href="#">last five years</a>.</p>	<p>This is an area of program strength as evidenced by a consistently high pass rate for EDUC 461. Early-program use of the LOCF with opportunities for re-teaching has been institutionalized across sequential ECED program courses. The LOCF will be posted through LiveText in order to provide formative assessment information quickly.</p>
	ECED graduates will evidence the knowledge, skills, and dispositions to be effective	<a href="#">Portfolio Rating Form</a> at <b>program completion</b> is used to score evidence of	90% of ECED graduates will attain “at standard” or higher on a summative	100% of ECED candidates attained “at standard” or higher by the <a href="#">Portfolio</a>	A revised Portfolio Rating Form will be implemented in fall 2009.

<p>Education (DTE) <a href="#">Conceptual Framework</a>.</p>	<p>teachers through a portfolio of artifacts and reflection statements scored “at standard” or higher on each of five components of the DTE Conceptual Framework, includes ADEPT standards</p>	<p>knowledge, skills, and dispositions (<a href="#">Conceptual Framework</a> and <a href="#">ADEPT</a>) Data collection each fall and spring semester.</p>	<p>portfolio of artifacts scored by the <a href="#">Portfolio Rating Form</a> required for recommendation for certification.</p>	<p><a href="#">Rating Form</a> and were recommended for certification.</p>	<p>Revisions improve clarity on points that have received frequent questions. New ADEPT and National Council for Accreditation of Teacher Education (NCATE) content is included.</p>
<p>2. Graduates in Early Childhood Education (ECED) will demonstrate the both <b>breadth</b> and <b>depth of knowledge and skills</b> required for early childhood teacher certification by the South Carolina Department of Education.</p>	<p>Graduates in ECED will demonstrate <b>knowledge</b> about child development, pedagogy and content for early childhood education, the relationship of theory to practice, and <b>ability to state thoughtfully and in depth</b> how theory can be applied in the educational setting</p>	<p>Praxis II Content area test: <a href="#">20021</a> – Education of Young Children.</p> <p>Test consists of both multiple-choice and constructed response questions.</p> <p>The test is available year-round and an annual report is provided by ETS.</p> <p>Annual data report.</p>	<p>90% of graduates will attain scores required for SC teacher certification in Early Childhood Education.</p>	<p><a href="#">2006-07 Praxis II report for ECED graduates</a>:</p> <p>100% pass rate for test <a href="#">20021</a>.</p>	<p>Maintenance of <a href="#">developmental child study</a> and reflective writing in the ECED program -- activities which provide practice in responding to complex problems thoughtfully and in depth.</p> <p>Praxis II score reports for the <a href="#">20021</a> test provide score analysis by content category. ECED graduates scored lower than national averages in the “assessment”</p>

					category. In order to strengthen candidate performance in this content category, new components addressing formal and informal assessment will be added to ECED methods courses in fall 2008.
3. Graduates in Early Childhood Education (ECED) will be placed in high-quality, diverse school settings.	Not applicable	<a href="#">Evaluation of Directed Teaching by the Teacher Candidate</a>  Each fall and spring semester.	90% or more of Teacher Candidates responded positively to question 1 (“My directed teaching experience was sufficient to prepare me for teaching in the classroom.”)	Candidates responded positively, affirming that their directed teaching experience was sufficient as follows: 96%, spring 2007 97%, fall 2007 96%, spring 2008  Table of data from <a href="#">Evaluation of Directed Teaching by the Teacher Candidate</a> .	Each site is evaluated annually for continuation. As a result, some placement sites have been stricken from use.
		Director of Field Placement evaluates potential field placements annually on <a href="#">diversity field</a>	90% of ECED graduates will have at least one field placement in a school with a <a href="#">diversity field</a>	100% of candidates exercise the ability to teach in at least one field placement school	Criteria evaluation tool will be updated to include gender, English language learners (ELL) and

		<a href="#">placement rating</a> . Each candidate has at least one placement in a <b>diverse</b> field setting over the duration of the program of studies. Included in annual NCATE report for DTE graduates.	<a href="#">placement rating</a> of 2. Diversity rating of 2 indicates at least 50% low SES and/or a minority enrollment of at least 40%.	with a diversity rating of 2 or more. <a href="#">NCATE Standard 4 Report</a> has criteria list that has been used as an evaluative tool based on SES and race/ethnicity.	disability percentages as per NCATE definition of diversity.
4. Graduates in Early Childhood Education (ECED) will complete a teacher preparation program reflecting current theory and practice in the profession.	Not applicable	Program accreditation by National Council for Accreditation of Teacher Education and National Association for the Education of Young Children (NCATE/NAEYC) NCATE/NAEYC program review <a href="#">accreditation web listing</a> and <a href="#">ECED program worksheets</a> .  Next scheduled review is October 2011.	National recognition and accreditation based on professional standards.	ECED faculty trained in NAEYC standards in fall 2007.  Discrepancy between ECED program requirements and NCATE/NAEYC standards were identified in these areas: <ul style="list-style-type: none"> <li>- age-range for pedagogy</li> <li>- working with families</li> </ul>	Revision of <a href="#">ECED program worksheets</a> to include content aligned to standards in new or re-designed courses – expanding the focus to a broader age-range and including components related to working with families. Implementation in fall 2008.