

# Assessment Plan: Summary of Results and Use of Results

Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will engage in hands-on, practical experiences with young children leading to the knowledge, skills and dispositions necessary to meet the NAEYC Standards for Professional Preparation.	In ECED 4377, evaluate students' reflective journal of observations and experiences during their practicum in a childcare center, school, Head Start program, or other agency serving young children.	At least 80% of the students will receive "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Practicum Portfolio - Summative Reflection.

Summary of Results - *[add new or update existing summary of results below this line]*

No data is available for this course during this cycle as no students were enrolled in Practicum during the time period of Fall 20-Summer 21.
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Use of Results- *[add new or update existing use of results below this line]*

N/A
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Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will demonstrate an understanding of developmentally appropriate curriculum that is consistent with current early childhood pedagogy, content knowledge, and skills.	In ECED 4307, evaluate students' ability to create, implement, and reflect on a developmentally appropriate lesson plans.	At least 80% of the students will receive a total score in the "Meets Expectations" or "Exceeds Expectations" range on their overall lesson plan and reflection.

Summary of Results - *[add new or update existing summary of results below this line]*

There were eight students enrolled in the course and assessed during the spring 2021 semester. Six out of eight candidates, or 75%, met or exceeded expectations on their overall lesson plan and reflection. Candidates successfully demonstrated their knowledge and understanding of effective strategies and tools for early education, including appropriate uses of technology. Additionally, results indicate that candidates have a good understanding of content knowledge and resources in the academic disciplines. While most candidates understood the goals, benefits, and uses of assessment with young children, some struggled to explain how the assessment aligns with the lesson's goals in a way that supports children's development and learning. Additionally, while candidates were able to demonstrate their understanding of, and how to practice, responsible assessment to promote positive outcomes for children, some were not as successful in demonstrating their knowledge and use of various assessment tools and approaches, including the use of technology-based assessments. Other areas where some candidates struggled included: ability to build assessment partnerships with families and professional colleagues; providing specificity in ethical standards and guidelines; and ability to integrate reflective and critical perspectives on early education.

Use of Results- *[add new or update existing use of results below this line]*

To provide candidates with more experience in aligning the goals, benefits, and uses of assessment with the goals of the lesson in a way that supports children's development and learning, the instructor plans to include an additional Learning Opportunity in the course so candidates can practice aligning assessments with the children's learning goals. Specifically, the instructor will introduce the concept of Backward Design. Backward Design begins with the goals students are expected to master as a result of an activity and then proceeds "backward" to create activities that achieve those desired goals. After identifying the learning goal, the first step is to determine how the teacher will assess mastery of the goal. Then the instructor plans an activity or series of activities to move the candidate towards mastery. This type of planning ensures the assessment is well aligned with the learning goals.

For candidates who struggled with technology-based assessments, the instructor will create a new Learning Opportunity to ensure candidates have more examples of technology integration in various forms of early childhood assessment. ECED 4307 is an early childhood mathematics and science methods course, so a Learning Opportunity focused on using technology-based assessment is a natural fit. The instructor will also research the possibility of investing in examples of various technology-based assessments for candidates to use during classroom activities and also provide more detailed instructions to indicate that candidates must include a description of how technology was used when planning the assessment for the Lesson Study activity.

To address the struggles some candidates had with demonstrating an assessment partnership with professional colleagues to build effective learning environments, an additional Learning Opportunity focused on reviewing a set of mock data and then presenting a summary of the data will be included. Collaborating with their classmates in this manner provides candidates a model for how to be more successful in this area. To address ethical standards, the instructor will clarify in the instructions the requirement to describe specific ethical standards observed or implemented during the field experience. In addition, a case study with an ethical dilemma for candidates to analyze and resolve will be added to the course module on ethics. While an entire course module is dedicated to this topic, based on these results, the link for the NAEYC Code of Ethical Conduct will be included in the assignment folder. Finally, to address the struggles some candidates had with integrating reflective and critical perspectives on early education, the instructor will provide additional opportunities for critical discussion through Discussion Board activities where candidates will be instructed to display a critical stance by examining their own beliefs and practices surrounding the topic. The lead instructor will also clarify the instructions for the reflection.



Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will develop innovative skills necessary to promote best practices, advocacy, and ethical standards in the field of early childhood.	In ECED 4377, evaluate students' portfolio detailing their practicum project.	At least 80% of the students will receive a total score in the "Meets Expectations" or "Exceeds Expectations" the Practicum Portfolio.

Summary of Results - *[add new or update existing summary of results below this line]*

No data is available for this course during this cycle as no students were enrolled in Practicum during the time period of Fall 20-Summer 21.

Use of Results- *[add new or update existing use of results below this line]*

N/A

Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will develop interpersonal and intrapersonal skills and demonstrate effective oral and written communication skills necessary for successful integration into the early childhood professional workforce.	In ECED 4320, evaluate students' ability to collaborate on a group project to plan and implement a Family Night Play workshop with families at a local early learning center.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Family Night Play Workshop Project - Family Engagement Plan and Play Plans.

Summary of Results - *[add new or update existing summary of results below this line]*

\*No data is available on this course because it was not offered during the time period of Fall 20-Summer 21. Our BS and BAS courses are on a two-year rotation schedule. This course is currently being offered this Fall 2021 and, thus, the data will be collected and reported during the next AMS cycle.

Use of Results- *[add new or update existing use of results below this line]*

N/A

Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will develop interpersonal and intrapersonal skills and demonstrate effective oral and written communication skills necessary for successful integration into the early childhood professional workforce.	In ECED 4320, evaluate students' oral presentation about the planning of their Family Night Play Workshop project.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria of the Family Night Play Workshop Project-presentation to the class.

Summary of Results - *[add new or update existing summary of results below this line]*

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Use of Results- *[add new or update existing use of results below this line]*

N/A

Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Outcome	Method	Criteria for Success
Students will develop an awareness and appreciation of individual likeness and differences among children, families, and colleagues.	In ECED 4322, evaluate students' cultural experiences paper.	At least 80% of the students will receive a score in the "Meets Expectations" or "Exceeds Expectations" range on specific criteria—Description of families and communities; Critical analysis of preconceived notions; and Change of outlook on children and families.

Summary of Results - *[add new or update existing summary of results below this line]*

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Use of Results- *[add new or update existing use of results below this line]*

N/A

Participating Area: Early Childhood Care and Education BS

Cycle: 2020-2021

Scoring

Summary of Results	Use of Results