Expected Outcomes: Apply research findings to pedagogy.

Graduates will apply research findings in pedagogical decision making.

Assessment methods

Method: Comprehensive Exams

The comprehensive examination includes items that assess students’ knowledge of and abilities to critique and apply research in Early Childhood Education. Every comprehensive examination is evaluated using a rubric with a 4-point scale. Students will receive a rating of 3 or above on the comprehensive examination rubric.

Findings:

Ratings on the comprehensive examination rubric were reported for 7 of the students who completed the program in 2011-12. The average score for these 7 students was 3.71, exceeding the target level of 3 out of 4.

How did you use findings for improvement?

This information was used to review course objectives and improve instruction in core Early Childhood courses and better align assessment and instruction.

Additional comments:

None.

Expected Outcomes: Demonstrate Content Knowledge.

Graduates will display knowledge of the content of Early Childhood Education and demonstrate the ability to apply that content in classroom settings.

Assessment methods

Method: Comprehensive Exams

The comprehensive examination includes items that assess students’ knowledge of content and ability to apply content knowledge in Early Childhood Education. Every comprehensive examination is evaluated using a rubric with a 4-point scale. Students will receive a rating of 3 or above on the comprehensive examination rubric.

Findings:

Ratings on the comprehensive examination rubric were reported for 7 of the students who completed the program in 2011-12. The average score for these 7 students was 3.51, exceeding the target level of 3 out of 4.

How did you use findings for improvement?

This information was used to review course objectives and improve instruction in core Early Childhood courses and better align assessment and instruction.

Additional comments:
Expected Outcomes: Deliver Effective Instruction

Graduates will demonstrate the ability to plan for children’s learning, teach developmentally appropriate lessons implementing those plans, analyze students' work and learning, and reflect on outcomes to inform instruction.

Assessment methods

Method: Professional Work Sample

Rubric assessment using a 4-point scale to evaluate Professional Work Samples produces ratings of students’ abilities in each of the following areas: planning instruction, implementing planned lessons, assessing and analyzing children’s work, and reflecting on outcomes of instruction. Students will receive a rating of 3 or above on each of the four components of the Professional Work Sample.

Findings:

Ratings on the Professional Work Sample rubric were reported for 2 students who completed the program in 2011-12. The average score for these 2 students was 4.0 for plans, 4.0 for implementation, as well as 4.0 for both analysis and reflection. These 2 students average score exceeded the target level of 3 or above and the College of Education average of 4.0 in the area of planning for instruction. On the other components of the Professional Work Sample, scores were above or equal to the College of Education averages in 2011 that ranged from 3.27 to 3.32 (n = 89).

How did you use findings for improvement?

This information was used to review and revise when and how students were prepared to complete the Professional Work Sample in ways that improve students' performance, especially in the areas of instructional implementation, analysis of student work, and reflection on teaching and learning outcomes.

Additional comments:

None.