

Department of Elementary, Early and Special Education
Early Childhood Program
2010-2011 Program Data Analysis Report

Time line	Assessment	Measurement Criteria	Data Collection Date	Faculty Responsible	Results & Analysis	Course of Action
Sept. Program meeting	1. PRAXIS NAEYC 1a, 1b, 1c, 4b, 4c, 4d, 2a, 2b, 5a, 3a, 3b	At or above National Median 100% pass rate	October	External	Scores are well above Missouri & National average: =child development =family & community =diversity/learning environment =family & professionalism =assessment C&I Our students do well on constructed response questions Needs improvement: =diversity/special needs multiple choice questions =assessment multiple choice questions	Increase class time spent on multiple choice questions and test-taking skills during the field orientation. Encourage students to attend the PRAXIS orientation. Increase the number of multiple choice questions we put on exams.
Sept. Program meeting	2. Oral & Written Language NAEYC 1a, 1b, 2a, 2c, 3b, 3c, 3d, 4b, 4c	90% Meet Expectations	Fall/Spring	CE370 Ray	Oral language analysis scores meet expectations at the 90% level Of written language analysis scores , all but "writing process" scores met expectations at the 90% level	Improve directions on writing process. Provide models and examples of expectations on the course website
October Meeting	3. TWS Unit NAEYC 1a, 1b,1c, 2a,2b,3a,3b,3c, 3d, 4a,4b,4c,4d, 5b,5c, 5d	90% Meet Expectations TWS scores must be 3.0 or above	Fall/Spring	Blocks III & IV Lori →Amy	Between 92-100% of scores in all areas are above 3.00 except for the following: reflection and self-evaluation <ul style="list-style-type: none"> • barriers to student learning = 84% at 3.00, 16% at 1.00-2.99 • goals, instruction, assessment alignment = 	95% of our students meet our expectations, indicating that we should stay on our present course. For the 5% of students who do NOT meet our expectations, we will emphasize the assessment cycle in the EC Block. Field experience students will be

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					<p>88% at 3.00, 12% at 1.00-2.99</p> <ul style="list-style-type: none"> implications for future teaching = 88% at 3.00, 12% at 1.00-2.99 accessing specialized services = 88% at 3.0, 12% at 1.00-2.99 ethical practice = 88% at 3.0, 12% at 1.00-2.99 	<p>asked to write about ethical practice using a prompt and a rubric. Technology issues, as related to ethical practices, will be addressed. Analysis and assessment alignment will be introduced on the EC Block level.</p> <p>In Block III students will be given examples of reflections and models on the instructor website.</p>
October meeting	<p>4. Summative Student Teaching</p> <p>NAEYC 1a, 1c,2b, 3b,4b, 4c,4d,5c,5d</p>	<p>90% Meet Expectations</p>	Fall/Spring	<p>Block IV Lori →Julie</p>	<p>Of 22 students, all achieved summative scores that met expectations at 100% except for the following:</p> <ul style="list-style-type: none"> management of transitions = 95%at 3.0, 5% at 1.0-2.99 expectations = 95% at 3.0, 5% at 1.0-2.99 monitoring of student behavior = 95% at 3.0, 5% at 1.0-2.99 	<p>Faculty believe that CE330 Classroom Management needs to be tied with a field experience. It currently is not. Faculty will consider course sequence regarding how this might be done. We will also continue to advocate for Early Childhood Student Teacher Supervisors.</p>
October meeting	<p>5. TWS ASL</p> <p>NAEYC 3a, 3c, 4d, 5d</p>	<p>90% Meet Expectations</p> <p>TWS scores must be 3.0 or above</p>	Fall/Spring	<p>Blocks III&IV Lori →Amy</p>	<p>Of 27 students, 93% achieved scores of 3.0 and above on</p> <ul style="list-style-type: none"> clarity & accuracy of presentation alignment with learning goals 	<p>Our scores in the area of TWS ASL are very strong, so we will continue the current course. For the 12% of students who scored lower than 3.0, we will strengthen activities done in</p>

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					<ul style="list-style-type: none"> • interpretation of data Of 27 students, 96% achieved scores of 3.0 and above on <ul style="list-style-type: none"> • evidence of impact on student learning Of 27 students, 8% achieved scores between 1.00-2.99 on <ul style="list-style-type: none"> • clarity & accuracy of presentation • alignment with learning goals • interpretation of data Of the 27 students, 4% achieved scores of 1.00-1.99 on <ul style="list-style-type: none"> • evidence of impact on student learning 	the Early Childhood Block, provide good examples of the analysis of student learning on the class web site, and emphasize proper use of the rubric on assignments.
October meeting	6. TWS Family Involvement Plan NAEYC 2a, 2b, 2c	90% Meet Expectations TWS scores must be 3.0 or above	Fall/Spring	Blocks III&IV Lori →Amy	Between 94% - 99% of all scores in all areas are above 3.0, thus meeting expectations 1%-5% of scores ranged from 1.00-2.99 and did not meet expectations	Overall our scores on the parent involvement plan are strong. For those whose scores are lower than 3.0, we will offer assignment examples on the class website
Sept. Program meeting	7. Advocacy Plan NAEYC 1b,2a,5a, 5e	90% Meet Expectations	Fall/Spring	CE340 Ray	Advocacy plan scores in "issue, need or problem," "influence of issue & importance," and "family interview" meet expectations at the 90% level. Description of problem, plan of action, public policy, communication about problem,	90% of our students meet expectations in this area, which demonstrates strength. Of those whose scores fall below 3.0, we will offer examples/models of Advocacy plans on the course website.

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					and evaluation of plan did not meet expectations at the 90% level.	

Assessment #8 Dispositions evaluation was eliminated by the Department in 2010-2011. The EC Faculty think an additional assessment of professionalism and dispositions is needed and will work in 2011-2012 to create an assessment for Early Childhood majors that will evaluate NAEYC's standard 5 Professionalism.