GSE Assessment Fair 2013

Curriculum and Instruction:
Early Childhood Education Program

Program Coordinator: Will Parnell
Question: To what degree do our candidates:

(a) Articulate and advocate for sound professional practices and public policies for the positive development and learning of all young children.

(b) Demonstrate high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.

(c) Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.

(d) Reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.
Collect Data

Data Collection Tools/Methods:
CI 591 Final Action Research Implementation Paper

Guide used "no-evidence", "emerging", "proficient" and "exemplary" and 4 distinctive indicators for evaluation.
The data shows compelling evidence that our students actively:

- Articulate and advocate for sound professional practices and public policies for the positive development and learning of all young children.
- Demonstrate high level of oral, written, and technological communication skills, with specialization for the specific professional role(s) emphasized in the program.
- Demonstrate a high level of skill in identifying and using the human, material, and technological resources needed to perform their professional roles and to keep abreast of the field’s changing knowledge base.
- Reflect on and use their abilities and opportunities to think strategically, build consensus, create change, and influence better outcomes for children, families, and the profession.

**Analysis/Conclusions:**
As a whole, our students demonstrate to us proficiency across all of the four standards. While the data does not cause us to jump to conclusions, it does compel us to re-examine the course content for alignment with the first rubric standard on advocacy and policy.
Action steps:

• An instructor of 591 will give assignment feedback infusing the four standards (so they are transparent to the students).
• Our program will communicate via the list serve to all students about our specific standards for all courses.
• We recommend a review of course content for advocacy and a plan for the politics and advocacy standards. Plan for advocacy and policy/political involvement to be developed in 2
Follow up from 2011-12 action items

1. Asked Instructor of record: How did this diversity report reflect what she knew about the students' ability at the end of the term? Should we add a rubric indicator that would reflect application rather than speculation? Discussed her responses in a fall meeting. Instructor thinks the assignment does reflect both theory and practice for the candidates. Confirmed that students must present an aspect of implementation in their presentations and subsequent (assignment) paper. In re-evaluating indicators, new disposition indicators were added to better capture disposition for developmentally effective approaches and working with diverse families.

2. Reviewed crosswalk of program standards against courses to locate additional core content related to standard—Audit of courses demonstrates that new standards set on "developmentally effective approaches and family engagement" is taught across the program in CI 580, 577 and 570 as well as demonstrated in CI 576.

3. Committee decided not to add video of students engaged in field work through class assignments in the CI 573 Assessment and Tech course. Decision was based on complexity that exists already in video assignments. Also, 95% of our students already work in the field in extensive ways. We reconfirmed the nature of